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ABSTRACT

A survey of tests of higher-order cognitive, affective, and interpersonal skills was undertaken by Research for Better Schools, Inc. and the Center for the Study of Evaluation. The classification systems for relevant skills developed for the three domains are given. The evaluation procedure VENTURE was developed and used; it provides information concerning seven major criteria--Validity, Examinee appropriateness, Normed excellence, Teaching feedback, Usability, Retest potential, and Ethical propriety. This classification together provides: (1) the number of instruments currently available for assessing each of the skills in the three domains; and (2) the quality and usefulness of those instruments. In addition to the test evaluations, classification schemes, and summary evaluations, an index of tests and a list of publishers and distributors of evaluated tests are provided. (KM)

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# CSE-RBS Test Evaluations

tests of
HIGHER-ORDER COGNITIVE,
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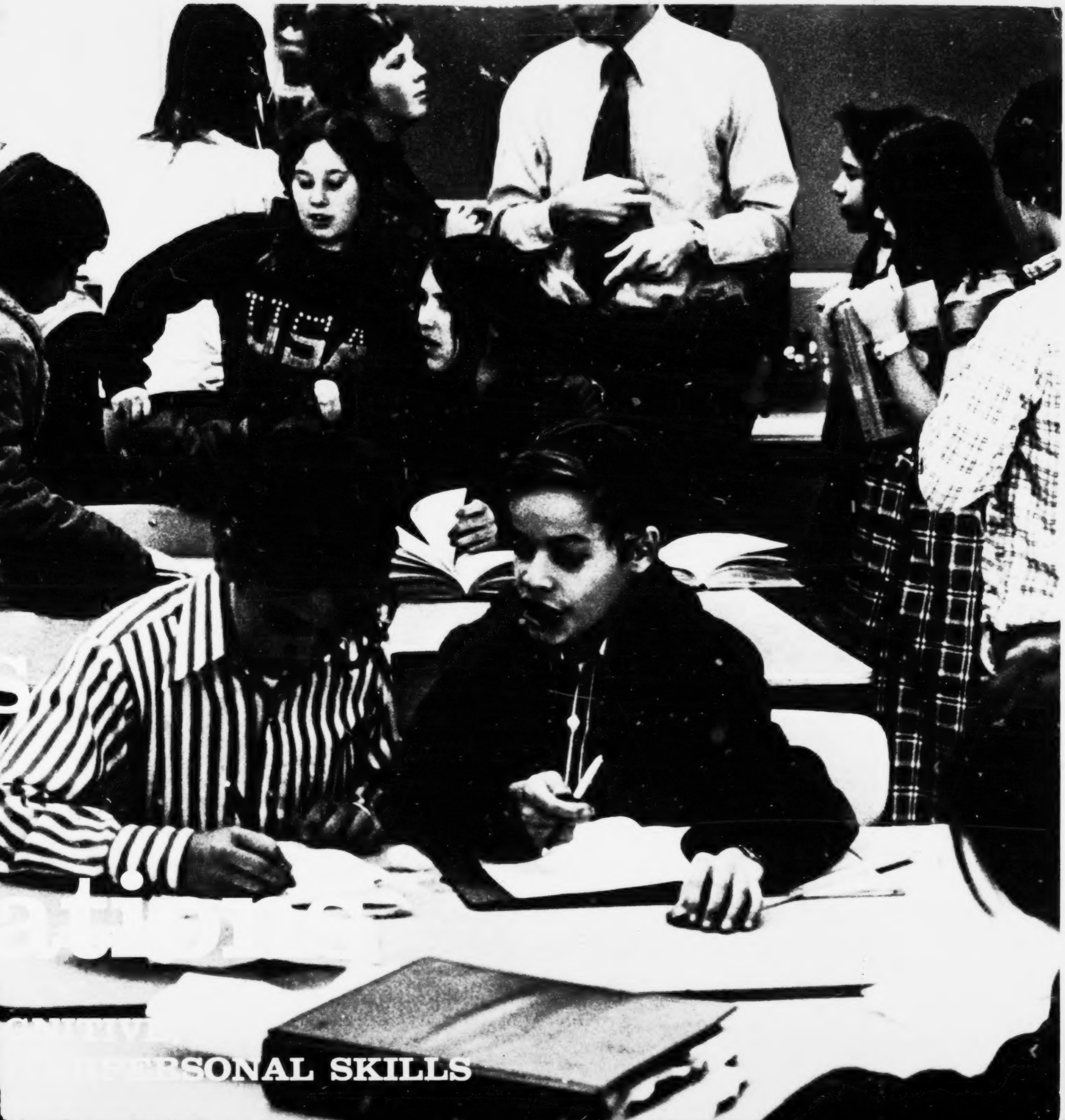

ERSONAL SKILLS

ED 076 713

# CSE-RBS TEST EVALUATIONS:
# TESTS OF HIGHER-ORDER COGNITIVE, AFFECTIVE, AND INTERPERSONAL SKILLS

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EDUCATIONAL
CSE
RESEARCH AND DEVELOPMENT

in Cooperation with

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John Thomas

Humanizing Learning Program
Research for Better Schools, Inc.

RESEARCH FOR
BETTER SCHOOLS,
INC.

Photographs by Richard Garon

1972

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The CSE Test Evaluation Series:

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|---|---|
| CSE Elementary School Test Evaluations, 1970 | $5.00 |
| CSE-ECRC Preschool/Kindergarten Test Evaluations, 1971 | $5.00 |
| CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills, 1972 | $8.50 |
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# RESEARCH FOR BETTER SCHOOLS FOREWORD

The Humanizing Learning Program of Research for Better Schools, Inc., is a long-term project working toward optimizing human potential through the development of new types of curriculum content and appropriate teaching technology.

During our efforts to collect testing instruments usable in the curriculum development activities of the Humanizing Learning Program, we learned that the Center for the Study of Evaluation had developed "An Outline of 145 Goals of Elementary School Education" and was collecting and evaluating tests in a format organized along the goal categories they had developed.* Among the goal categories were ten which were somewhat related to a portion of our program called "affective skills" and another nine related to the portion of our program dealing with "higher-order cognitive skills."

We contacted the Center for the Study of Evaluation and they agreed to undertake an additional survey geared as closely as was practicable to the needs of the Humanizing Learning Program. Since categories developed for tests previously analyzed by the staff of the Center did not overlap comfortably with the Humanizing Learning Program content areas, particularly in the affective and interpersonal domains, it was first necessary to develop workable category systems for analyzing tests in these content areas.

John Thomas, of the Humanizing Learning Program staff, has built a taxonomy of *Higher-Order Cognitive* skill areas to be used to guide curriculum development. Its main dimensions are: I. Information Organization and Comprehension, II. Information Communication, III. Analysis and Interpretation, IV. Synthesis and Production of New Information, V. Assessment of the Reliability of Information, and VI. Value Clarification and Decision Making. These categories served as the basis of the classification system of cognitive tests. Tests for these types of activities were
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skill clusters: I. Self study, II. Generating
setting, IV. Planning, V. Striving, and VI.

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for achievement skills. We are just now
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setting, striving and self-evaluation.

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*Hoepfner, Ralph, *et al. CSE Elementary School Test Evaluations.* Los Angeles: Center for the Study of Evaluation, UCLA Graduate School of Education, 1970.

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By far the majority of these cognitive instruments evaluate a student's ability to solve a formally presented problem which has some form of "right" or "wrong" answer. Among these are instruments which assess ability to engage in deductive reasoning, translation and interpretation, and sequencing and comparing. Tests for some divergent processes (inventing and ideating) are also well represented.

Unfortunately, for some cognitive categories with which we are concerned, few tests were located. For instance, although most schools spend the majority of their time teaching information which the student is expected to memorize, and although memorization is greatly facilitated by the use of mnemonic strategies, the Center's staff was unable to locate a single test for this type of skill.

In the *affective* area, a compilation of research studies, undertaken by Russell A. Hill of the Humanizing Learning Program staff, provided data to support the development of a training program for children that is designed to enhance self-esteem and internal control. These variables in turn correlate with achievement, job success and other desirable values. A synthesis of these studies suggested that children should be trained in six affective skill clusters: I. Self study, II. Generating goal ideas, III. Goal-setting, IV. Planning, V. Striving, and VI. Self-evaluation.

Unfortunately, the affective instruments in the testing world deal primarily with "personality characteristics" such as shyness-boldness or hostility-friendliness, which, although useful to psychologists, are not what is needed to help build effective curricula for achievement skills. We are just now developing the right questions to ask of the psychological testing world in order to obtain instruments capable of evaluating such skills as goal-setting, striving and self-evaluation.

Finding tests for the third content area, interpersonal skills, was even more challenging. Although, it is generally agreed that

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***Elementary School Test Evaluations.*** **Los**
**aluation, UCLA Graduate School of Educa-**

a major task of our schools is to teach subjects which are needed by people in solving real-life problems, one such subject not being taught effectively is interpersonal communication.

Joel Levin, of the Humanizing Learning Program staff, has developed an *Interpersonal Skills* curriculum content rationale designed to allow children between the ages of ten and twelve years to develop immediately functional, testable and open-ended interpersonal skills. Interpersonal skills training, as defined by the Humanizing Learning Program, encompasses two interrelated categories of activities: a) skills of awareness–the trained use of one's senses to make available to consciousness the experience of interaction, and b) skills of reality testing–the systematic creation and testing of rationales that might affect the phenomena that make up the process of interaction.

> Crucial elements of skillful interpersonal behavior are:
>
> 1) the capacity to perceive relevant cues as they occur in one's social environment (the presence and behavior of others) and to differentiate relevant from irrelevant cues.
> 2) the capacity to perceive and be consciously aware of one's own responses and the effects these responses have, in turn, upon the environment (the presence and behavior of others).
> 3) the capacity to differentiate between one's expectations as they relate to one's own needs, goals and past experiences and what one actually finds present in an interaction with others.
> 4) the capacity to differentiate between the effects of one's own affect (feelings) upon the behavior of others and what others have brought with them to the interaction based on their needs, goals and past experiences.

Robert G. Scanlon
Executive Director
Research for Better Schools, Inc.
Philadelphia, Pennsylvania, 1972

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Over half of the interpersonal instruments reviewed in this volume are self reports. Of the instruments which are used by one person to give information about another, most are evaluative, which by their very nature contaminate *data about the person being evaluated with the attitudes of the test user.* Few of these instruments are useful for assessing growth in the specific interpersonal skills the Humanizing Learning Program is attempting to teach.

Overall, instruments to meet the needs of the developer of non-traditional curricula are not plentiful. Figures 5, 6, and 7, and 8, 9, and 10 show the summary data and distribution of tests available in the *Higher-Order Cognitive, Affective and Interpersonal* areas respectively. There are many empty or near empty spaces revealing voids in necessary test instrumentation.

To evaluate curricula in these "testless" areas, it will be necessary that either test developers design necessary instruments or that curriculum developers themselves build their own instruments as part of their projects. Since test development and validation is a costly and time consuming activity, recognition of the "state of the art" of test availability for new curriculum areas may help both funding agencies and curriculum projects make more realistic commitments of time and monetary resources to the testing portion of curriculum development projects.

As curriculum developers, we hope that psychometricians do take an interest in non-traditional subject matter areas and help provide usable tests for the areas in which, as these data show, tests are scarce or poorly constructed. Because schools cannot teach well what cannot be measured well, many needed and powerful skills for living well will remain untaught until instruments to test them are developed.

E. Gil Boyer
Anita Simon
Humanizing Learning Program
Research for Better Schools, Inc.

# CENTER FOR THE STUDY OF EVALUATION FOREWORD

The Center for the Study of Evaluation (CSE) is pleased to join with Research for Better Schools (RBS) in publishing the *CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills.*

The Center for the Study of Evaluation is one of eight centers for educational research and development sponsored by the Department of Health, Education and Welfare, Office of Education, under the Cooperative Research Act. CSE is the only federally funded research and development center working exclusively on problems in educational evaluation. The Center mission, which is to improve educational evaluation practice, is guided by a strategy of concept, tool, and technology development. These activities are conducted simultaneously so as to maximize development of *new* evaluation technologies and to produce concepts and tools needed to improve existing evaluation systems. With the emphasis on the needs of educational decision makers, Center developmental activities are designed to achieve products which are of use in the practical conduct of different kinds of evaluation.

This approach to evaluation is reflected in the Center's organizational structure and the goals of its current activities, which are contained in the following programs:

- The Program for Research on Objectives-Based Evaluation
- The Higher Education Evaluation Program
- The Evaluation Technologies Program
- The Evaluation Theory Program

One important area of development within the Center has been the production of a series of test evaluations. This development activity grew out of the Center's work in constructing an evaluation kit for elementary school principals. This kit, the *CSE Elementary School Evaluation KIT: Needs Assessment,** is designed to supplement the principal's information system with a set of specific procedures and m
information about the needs of his
the kit are as follows:

1. *Description*: General overvie
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2. *Choosing Goals*: Detailed s
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3. *Selecting Tests*: Procedures
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- Measurement validity
- Examinee appropriateness

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*Hoepfner, R., Bradley, P. A., Klein, S. P., and Alkin, M. C., *CSE Elementary School Evaluation KIT: Needs Assessment.* Allyn and Bacon, 1973.

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a set of specific procedures and materials for gathering relevant information about the needs of his students. The components of the kit are as follows:

1. *Description*: General overview of the purpose and content of the Kit.
2. *Choosing Goals*: Detailed step-by-step procedures for determining what educational goals the school should be examining.
3. *Selecting Tests*: Procedures and guides for making an informed decision as to which of the currently available measures should be used in assessing student progress toward each of the selected goals.
4. *Collecting Information*: Instructions for procuring the selected measures, administering tests, and organizing the collected data; guidelines for interpreting and reporting evaluation data.
5. *Selecting Critical Need Areas*: Delimiting goal priorities for program consideration, giving attention to program area utility, feasibility, and cost.

The third step, selecting tests, led to the development of the *CSE Elementary School Test Evaluations*, designed to assist the principal to select those measures most appropriate for the goals he has selected, or to indicate those goal areas for which no measures presently exist. The book, therefore, contains a compendium of tests, keyed to educational objectives of elementary school education and evaluated by measurement experts and educators in terms of four MEAN criteria:

- Measurement validity
- Examinee appropriateness
- Administrative usability
- Normed technical excellence.

The need for such a book for elementary educators and their acceptance of it led the Center to develop a similar set of test

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A., Klein, S. P., and Alkin, M. C., *CSE Ele-*
*: Needs Assessment.* Allyn and Bacon, 1973.

evaluations for preschool/kindergarten. This book, produced in cooperation with the Early Childhood Research Center, is entitled the *CSE/ECRC Preschool-Kindergarten Test Evaluations.* The MEAN criteria, in modified form, were again applied in the evaluation of tests for preschool/kindergarten. A third set of test evaluations, appropriate for grades seven to twelve, will be included in the CSE *Secondary Test Evaluations*, which is undergoing initial development.

One of the Center's longstanding interests has been the affective domain and the need for appropriate measures for that domain. To date, however, resources have not permitted the intensive study and development that this realm of learner skills warrants. CSE staff interest in this problem, however, has remained high and, to the extent that resources permitted, some developmental work with affective measures has taken place. For instance, the *Attitude Toward School Questionnaire* was designed as a nonreading instrument to assess eight dimensions of school attitude and to meet the requirements for effective test instruments as defined by the CSE test evaluation system.

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The Humanizing Learning Program (HLP) of RBS is involved in the development of a skills-oriented curriculum to integrate the higher-order cognitive, affective, and interpersonal learner skills. When CSE was asked to cooperate with HLP in the test evaluations, it presented an opportunity for both organizations to combine resources and expertise to produce this book.

In addition to meeting the specific needs and objectives of HLP, this book is of potential importance in terms of current measurement problems and the need for improving test selection procedures in the higher-order cognitive, affective and interpersonal areas. The book also will provide valuable assistance to researchers, psychometricians, and test publishers in identifying important learner skill areas for which adequate instrumentation does not presently exist, and in the construction of better assessment measures by drawing upon the evaluation criteria utilized in this book.

Marvin C. Alkin, Director
Center for the Study of Evaluation
Los Angeles, California, 1972

# INTRODUCTION

The Humanizing Learning Program (HLP) of Research for Better Schools, Inc. (RBS) is developing a skill-oriented, integrated curriculum aimed at optimizing human potential in the intellectual, affective, and interpersonal realms. An indispensable and integral part of this program is the development and utilization of a system for collecting and organizing data to provide feedback (evaluation) to teachers and learners and the program itself. This feedback system would perform two primary functions: it would provide information concerning the amount of progress that has been made by the learner, and it would aid both teacher and student in setting goals for further learning.

As an initial step in the development of this feedback system, HLP requested that the Center for the Study of Evaluation (CSE) undertake a survey of the field of testing in order to ascertain the number and quality of instruments that have already been developed to assess higher-order cognitive, affective and interpersonal skills and to reveal areas where such instruments are unavailable. Classification systems for relevant skills were developed for the three domains (See Figures 2, 3, and 4) and an extensive search was made for relevant instruments, both published and experimental. A copy of each instrument and pertinent data were obtained and subjected to an evaluation in order to identify which of the instruments available would be suitable for use as a component of the HLP feedback system.

In order to perform these evaluations, CSE developed an evaluation procedure which would be equably applied to all the instruments and which would yield critical information concerning seven major criteria. This procedure, the VENTURE (Validity, Examinee appropriateness, Normed excellence, Teaching feedback, Usability, Retest potential, and Ethical propriety), is described in detail in a later section.

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The VENTURE test evaluation system offers five major advantages to reviewers, selectors and users of tests by providing:

1. *Conciseness*, which no other evaluation of tests has and which makes other test evaluations practically useless for most educators and test users;

2. *Currency*, also not possessed by any compendium and found only in test reviews widely scattered in various educational and psychological journals;

3. *Educational Relevance*, since all tests are evaluated against specific educational goals and not conveniently labeled gross categories of educational endeavor;

4. *Objectivity*, since the test evaluations are made with no formal or informal relationships to any test publishers or distributors (all tests evaluated were purchased at catalog prices, or requested free from authors); and

5. *Consistency*, since a single set of relevant and critical standards was employed against which all tests were evaluated.

The classification and evaluation of the collected instruments provide information of two kinds: (1) the number of instruments currently available for use in assessing each of the skills in the higher-order cognitive, affective, and interpersonal domains, and (2) the quality and usefulness of those instruments.

While this evaluation was designed specifically and primarily for HLP, the results are being published in the hope that they will be of use to other educators in the development and assessment of innovative educational goals and programs.

# IMPLEMENTATION OF THE VENTURE EVALUATION SYSTEM

The primary concerns in applying the VENTURE system were the objectivity and consistency of the evaluations. To maximize both the objectivity for any one test evaluator and the consistency among several test evaluators, specific procedures and guidelines for evaluation of each aspect of each criterion were developed.

Although it would have been advisable to have at least two raters evaluate each instrument, this was not possible due to limitations of both time and money. However, in order to insure maximal objectivity and consistency, several steps were taken to counteract possible differences among raters: (1) all evaluators were thoroughly acquainted with the evaluation system before beginning the evaluations, (2) all evaluators did preliminary ratings on a sample of tests, and these ratings were then discussed in detail, noting and resolving any differences among the raters, (3) throughout the period of time when the ratings were being done on the actual instruments, whenever a rater was uncertain of his rating, he had it double-checked by at least one other rater, (4) the most important, complex and subjective judgments (i.e., classification assignment, validity ratings, and interpretation) on all instruments were double-checked by at least one other rater, (5) frequent checks were made among raters concerning procedure and rationale for judgments and, (6) each rater frequently checked his earlier evaluations to assure that his procedure remained consistent across time.

The evaluation personnel included one researcher with a Ph.D. in psychological measurement and several years experience in developing and evaluating tests, and one researcher with a master's degree in experimental psychology and previous experience in validating, administering and interpreting tests. The six graduate assistants included one with previous experience in test evaluations, one with a master's degree in measurement and testing, one who is a candidate for a doctoral degree in educational research and design, one with a master's degree in clinical theory and statistics, and two who are graduate students in educational psychology. This team brought relevant competences to the evaluation of tests included in the survey.

Since the VENTURE criteria are relative
each of the evaluative categories (with the ex
enth, Ethical propriety), sub-criteria were dev
smaller, more manageable aspects of each cat
assigned to each sub-criterion so that there wo
tion for each aspect. The points for the sub-
summed to obtain a total score for each criteri
converted into a letter-grade expressing the qu
ment relative to that criterion.

| | |
|---|---|
| "G" (Good): | The test meets the criterion ve<br>improvement appears necessar<br>diate utilization. The Center<br>of Evaluation would endorse s<br>or employ it in its own assess |
| "F" (Fair): | The instrument is probably am<br>tests available, but it does not<br>criteria desired. Alterations w<br>render the test a candidate f<br>If no better qualified measure<br>CSE would employ an "F"<br>would interpret results for th<br>more cautiously. |
| "P" (Poor): | The instrument does not meet<br>it is clearly unsatisfactory in<br>criterion. Rather than employ<br>sure for assessment, CSE wou<br>ter device or attempt to deve |

A standard rating form was provided to s
ation task (see Figure 1, VENTURE EVAL
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by at least one other rater,
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gs, and interpretation) on
y at least one other rater,
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ch rater frequently checked
is procedure remained con-

ed one researcher with a
nd several years experience
nd one researcher with a
ology and previous experi-
interpreting tests. The six
previous experience in test
in measurement and test-
oral degree in educational
's degree in clinical theory
te students in educational
competences to the evalu-

Since the VENTURE criteria are relatively complex, within each of the evaluative categories (with the exception of the seventh, Ethical propriety), sub-criteria were developed to focus on smaller, more manageable aspects of each category. Points were assigned to each sub-criterion so that there would be discrimination for each aspect. The points for the sub-criteria were then summed to obtain a total score for each criterion. This total was converted into a letter-grade expressing the quality of the instrument relative to that criterion.

| | |
|---|---|
| "G" (Good): | The test meets the criterion very well. Little improvement appears necessary for its immediate utilization. The Center for the Study of Evaluation would endorse such a measure or employ it in its own assessment efforts. |
| "F" (Fair): | The instrument is probably among the better tests available, but it does not meet well the criteria desired. Alterations would probably render the test a candidate for "G" status. If no better qualified measure were available, CSE would employ an "F" measure, but would interpret results for the "F" criteria more cautiously. |
| "P" (Poor): | The instrument does not meet the criterion; it is clearly unsatisfactory in that specific criterion. Rather than employ such a measure for assessment, CSE would seek a better device or attempt to develop one. |

A standard rating form was provided to simplify the evaluation task (see Figure 1, VENTURE EVALUATION FORM). The FORM describes the test, its level, and rater information at the top. The body of the form contains the evaluation information on the VENTURE criteria.

Occasionally, difficulties were encountered in the test-classification scheme matching procedure. One such difficulty occurred

Figure 1 VENTURE EVA

FORM ____________
CLASSIFICATION ____________
____________
RATER ____________
AGES ____________
DATE ____________
PUBLISHED ____________
INSTRUMENT NAME ____________
____________

### I VALIDITY

| | | | |
|---|---|---|---|
| CONSTRUCT | Claims only 0 | Little evidence 2 | Some evidence 4 |
| EMPIRICAL | None known 0 | Little 1 | Some 2 |

### II EXAMINEE APPROPRIATENESS

| | | | |
|---|---|---|---|
| a. CONTENT | Inappropriate 0 | | Possibly appropriate 1 |
| b. INSTRUCTIONS | Confusing 0 | Degrading 0 | Inappropria |
| c. VISUAL FORMAT ORGANIZATION | Complex 0 | | Not good 0 |
| d. PRINT/ILLUSTRATION QUALITY | Complex 0 | | Not good 0 |
| e. AUDITORY PRESENTATION | Casual 0 | | Standardized |
| f. TIME/PACING | Inappropriate 0 | | |
| g. RECORDING ANSWERS | Complex 0 | Oral 1 | Marking |
| h. EQUIPMENT USE | Complex 0 | | Paper 1 |
| i. EQUIPMENT MAINTAINABILITY | Hard to maintain 0 | | |

### III NORMED EXCELLENCE

| | | | | | |
|---|---|---|---|---|---|
| a. STABILITY | | Unknown or <.70 0 | | .70 to .80 1 | |
| b. EQUIVALENCE | | Unknown or <.70 0 | | .70 to .80 1 | |
| c. REPLICABILITY OF STATISTICS | | 0 | | | |
| d. RANGE OF COVERAGE | | No information 0 | | | Floor/c be |
| e. CONVERTED SCORES | Deciles 0 | Stanines 0 | Pass/Fail 0 | Quartiles 0 | |

### IV TEACHING FEEDBACK

| | | |
|---|---|---|
| a. NORM RANGE | Restricted 0 | |
| b. NORM GROUPS | Local/old/poorly sampled 0 | |
| c. SCORE CONVERSION | Complex 0 | S |
| d. TRAINING REQUIRED | Specialist 0 | Sc |
| e. INTERPRETATION | Difficult 0 | An |
| f. GUIDELINES FOR DECISIONS | None 0 | |
| g. IPSATIVE VS. NORMATIVE | Ipsative | |

### V USABILITY

| | | |
|---|---|---|
| a. ADMINISTRATION | Individual 0 | Small g |
| b. TIME | 20 minutes + 0 | |
| c. CLARITY OF MANUAL | Unclear incomplete 0 | |
| d. GENERAL TRAINING/ADMIN. | Specialist 0 | Te |
| e. SPECIFIC TRAINING/ADMIN. | 30 minutes or more 0 | |
| f. ADMINISTRATION/OBSERVERS | No. | >One 0 |

### VI RETEST POTENTIAL

| | | |
|---|---|---|
| a. ALTERNATE FORMS | None 0 | One 1 |
| b. FORM COMPARABILITY | None 0 | Slight 1 |
| c. RETEST NORMS | No 0 | |

### VII ETHICAL PROPRIETY COMMENTS

NESS

ETY

Figure 1 VENTURE EVALUATION FORM

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| CONSTRUCT | Claims only 0 | Little evidence 2 | Some evidence 4 | Fair amount of evidence 6 | Large amount of evidence 8 | Exhaustive evidence 10 | Total |
| EMPIRICAL | None known 0 | Little 1 | Some 2 | Fair amount 3 | Considerable 4 | Exhaustive 5 | Grade |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. CONTENT | Inappropriate 0 | Possibly appropriate 1 | Probably appropriate 2 | Exactly right 3 | | | |
| b. INSTRUCTIONS | Confusing 0 | Degrading 0 | Inappropriate 0 | Possibly appropriate 1 | Probably appropriate 2 | Exactly right 3 | |
| c. VISUAL FORMAT ORGANIZATION | Complex 0 | Not good 0 | Simple or Clear 1 | None 1 | | | |
| d. PRINT/ILLUSTRATION QUALITY | Complex 0 | Not good 0 | Simple or Clear 1 | None 1 | | | |
| e. AUDITORY PRESENTATION | Casual 0 | Standardized 0 | Mechanically standard 1 | None 1 | | | |
| f. TIME/PACING | Inappropriate 0 | Appropriate for broad range 1 | | | | | |
| g. RECORDING ANSWERS | Complex 0 | Oral 1 | Marking 1 | Writing 1 | Performing 1 | Behaving 1 | |
| h. EQUIPMENT USE | Complex 0 | Paper 1 | Performance 1 | Observation 1 | | | Total |
| i. EQUIPMENT MAINTAINABILITY | Hard to maintain 0 | Easy to maintain 1 | | | | | Grade |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| a. STABILITY | Unknown or <.70 0 | .70 to .80 1 | .80 to .90 2 | >.90 3 | | | | | |
| b. EQUIVALENCE | Unknown or <.70 0 | .70 to .80 1 | .80 to .90 2 | >.90 3 | | | | | |
| c. REPLICABILITY OF STATISTICS | 0 | 1 | | | | | | | |
| d. RANGE OF COVERAGE | No information 0 | Floor/ceiling likely to be reached 1 | Adequate floor/ceiling 2 | | | | | | Total |
| e. CONVERTED SCORES | Deciles 0 | Stanines 0 | Pass/Fail 0 | Quartiles 0 | Novel 0 | Centiles 1 | I.Q./M.A. 1 | Grade equivalents 1 | Grade |

| | | | | |
|---|---|---|---|---|
| a. NORM RANGE | Restricted 0 | Broad 1 | | |
| b. NORM GROUPS | Local/old/poorly sampled 0 | National well sampled 1 | | |
| c. SCORE CONVERSION | Complex 0 | Simple 1 | Clear tables 2 | |
| d. TRAINING REQUIRED | Specialist 0 | School staff 1 | EXAMINEE 2 | |
| e. INTERPRETATION | Difficult 0 | Ambiguous 0 | Easy 1 | |
| f. GUIDELINES FOR DECISIONS | None 0 | Vague 1 | Prescriptive 2 | Total |
| g. IPSATIVE VS. NORMATIVE | Ipsative | Normative | | Grade |

| | | | | | |
|---|---|---|---|---|---|
| a. ADMINISTRATION | Individual 0 | Small group <16 1 | Large group >16 2 | | |
| b. TIME | 20 minutes + 0 | <20 minutes 1 | | | |
| c. CLARITY OF MANUAL | Unclear incomplete 0 | Clear complete 1 | | | |
| d. GENERAL TRAINING/ADMIN. | Specialist 0 | Teacher 1 | STUDENT 2 | | |
| e. SPECIFIC TRAINING/ADMIN. | 30 minutes or more 0 | Less than 30 minutes 1 | | | Total |
| f. ADMINISTRATION/ OBSERVERS | No. | >One 0 | One 1 | SELF 1 | Grade |

| | | | | | |
|---|---|---|---|---|---|
| a. ALTERNATE FORMS | None 0 | One 1 | Two 1 | More 1 | |
| b. FORM COMPARABILITY | None 0 | Slight 1 | Moderate 2 | High 3 | Total |
| c. RETEST NORMS | No 0 | Yes 2 | | | Grade |

when, in the judgment of the evaluator, the test did not appear to measure what it purported to measure. In such cases, the test was assigned to the category it appeared to measure, rather than that which it purported to measure.

A second difficulty occurred when tests measured a much more narrow skill than the skills included in the classification schemes. In these cases, the instrument was assigned to the classification scheme category which included the narrower skill. This problem occurred consistently in the affective category, "Attitudes, Opinions, Beliefs" (classifications 31 to 38), and in three of the interpersonal categories: Relations with Peers-Other, Relations with Authorities-Other, and Relations with Subordinates-Other (classifications PO1-PO8, AO1-AO8, and RO1-RO8, respectively). The tests which were assigned to these categories were evaluated, not against the broad construct (e.g., "All attitudes" or "All other situations"), but rather against the specific construct which the test appeared to measure (e.g., "Attitude toward drugs" or "Relations with Peers at Work"). This should be kept in mind when considering the ratings given to these tests. Tests in other categories which are evaluated on a narrower skill than the category label are indicated by an asterisk in the last column of the evaluation forms presented in this book.

The third major difficulty occurred with instruments that measured more than one of the skills in the taxonomy. In these cases, the instrument was assigned to the category that the plurality of its items appeared to assess, and secondary category listings indicated the content of the remaining items.

## THE VENTURE TEST EVALUATION SYSTEM

The test identification at the top of the evaluation form is recorded as follows:

*Instrument Name.* The *exact name* of the instrument, as it appears on the instrument itself (not necessarily as it appears on scoring manuals or in catalogs), is given. If a subscale is being evaluated, the name of the subscale is listed immediately following the test name. If the instrument consists of separate tests at various levels, the level being evaluated is also indicated on this line.

*Form.* The particular form (i
is recorded here. This may be su
"Intermediate Form," "Girl's For

*Ages.* The age range (express
is recorded under ages. This range
in the description of the test. Fre
studies will indicate the age rang
*If no range or level* is given by the
the range after carefully reading
case, the comment "est." or "not s
after the range.

*Published.* If the instrumen
initials are recorded in this blank
initials are recorded as the publis

*Rater.* The rater places his or
datum and the following one do
book.)

*Date.* The date the evaluatio

*Classification.* Recorded in th
gory of the classification schem
assigned (e.g., "V3," "4B1," "PG
listed in Figures 2, 3, and 4. Each
ated according to, the specified
scheme. If a test measures more t
represented in the test by at least
category, determined by the plur
form. The evaluation is performe
category. This test-classification n
importance and is described in mor

## VALIDITY

*Construct Validity.* Ratings
the question: "How well does the

he evaluator, the test did not appear
ed to measure. In such cases, the test
y it appeared to measure, rather than
measure.

curred when tests measured a much
e skills included in the classification
instrument was assigned to the classi-
hich included the narrower skill. This
ntly in the affective category, "Atti-
lassifications 31 to 38), and in three of
: Relations with Peers-Other, Relations
d Relations with Subordinates-Other
O1-AO8, and RO1-RO8, respectively).
ned to these categories were evaluated,
ruct (e.g., "All attitudes" or "All other
ainst the specific construct which the
.g., "Attitude toward drugs" or "Rela-
). This should be kept in mind when
en to these tests. Tests in other cate-
on a narrower skill than the category
terisk in the last column of the evalu-
is book.

ulty occurred with instruments that
f the skills in the taxonomy. In these
ssigned to the category that the plu-
to assess, and secondary category list-
of the remaining items.

## ST EVALUATION SYSTEM

at the top of the evaluation form is

e *exact name* of the instrument, as it
itself (not necessarily as it appears on
logs), is given. If a subscale is being
ubscale is listed immediately following
ment consists of separate tests at vari-
valuated is also indicated on this line.

*Form.* The particular form (if one is given) being evaluated is recorded here. This may be such information as: "Form A," "Intermediate Form," "Girl's Form," etc.

*Ages.* The age range (expressed as either CA or grade level) is recorded under ages. This range is usually found in manuals or in the description of the test. Frequently, norms or experimental studies will indicate the age range for which tests are designed. *If no range or level* is given by the test author, the rater estimates the range after carefully reading the instrument itself. In this case, the comment "est." or "not specified" is written on the form after the range.

*Published.* If the instrument is published, the publisher's initials are recorded in this blank. If not published, the author's initials are recorded as the publisher.

*Rater.* The rater places his or her initials in this blank. (This datum and the following one do not appear in the body of this book.)

*Date.* The date the evaluation was made is recorded here.

*Classification.* Recorded in this space is a code for the category of the classification scheme to which the instrument is assigned (e.g., "V3," "4B1," "PG5," etc.). These categories are listed in Figures 2, 3, and 4. Each test is assigned to, and is evaluated according to, the specified category of its classification scheme. If a test measures more than one category, all categories represented in the test by at least six items are listed. The main category, determined by the plurality of items, is circled on the form. The evaluation is performed according to the main, circled category. This test-classification matching procedure is of critical importance and is described in more detail in the following sections.

## VALIDITY

*Construct Validity.* Ratings on this variable are in answer to the question: "How well does the test measure, for the ages indi-

Figure 2 CLASSIFICATION SCHEME FOR HIGHER-ORDER COGNIT

| SKILL | V | |
|---|---|---|
| | Verbal–Semantic | |
| 1. Mnemonic Strategies | V1 | |
| 2. Cognitive Strategies | V2 | |
| 3. Cognitive Styles | V3 | |
| 4. Communication Skills | V4 | |
| 5. Translation and Interpretation of Ideas | V5 | |
| 6. Comparing | V6 | |
| 7. Sequencing | V7 | |
| 8. Classifying | V8 | |
| 9. Categorizing | V9 | |
| 10. Inventing – Ideating | V10 | |
| 11. Planning | V11 | |
| 12. Problem - Redefinition | V12 | |
| 13. Transfer of Approach to New Problems | V13 | |
| 14. Creating Hypotheses | V14 | |
| 15. Inferring from Data | V15 | |
| 16. Deductive Reasoning | V16 | |
| 17. Evaluating According to Logical Criteria | V17 | |
| 18. Specifying Judgmental Criteria | V18 | |
| 19. Sensitivity to Missing, Irrelevant, or Misleading Information | V19 | |
| 20. Discriminating Statements of Value from Fact | V20 | |
| 21. Creating Situations to Provide Data for Evaluation | V21 | |
| 22. Building Theories or Models | V22 | |
| 23. Valuing (internalizing decisions and plans) | V23 | |

Figure 2 CLASSIFICATION SCHEME FOR HIGHER-ORDER COGNITIVE TESTS

| SKILL | V | S | F |
|---|---|---|---|
| | **Verbal–Semantic** | **Symbolic** | **Figural–Spatial** |
| tegies | V1 | S1 | F1 |
| egies | V2 | S2 | F2 |
| s | V3 | S3 | F3 |
| Skills | V4 | S4 | F4 |
| Interpretation of Ideas | V5 | S5 | F5 |
| | V6 | S6 | F6 |
| | V7 | S7 | F7 |
| | V8 | S8 | F8 |
| | V9 | S9 | F9 |
| eating | V10 | S10 | F10 |
| | V11 | S11 | F11 |
| finition | V12 | S12 | F12 |
| proach to New Problems | V13 | S13 | F13 |
| theses | V14 | S14 | F14 |
| Data | V15 | S15 | F15 |
| soning | V16 | S16 | F16 |
| ording to Logical Criteria | V17 | S17 | F17 |
| gmental Criteria | V18 | S18 | F18 |
| Missing, Irrelevant, or Misleading Information | V19 | S19 | F19 |
| Statements of Value from Fact | V20 | S20 | F20 |
| ions to Provide Data for Evaluation | V21 | S21 | F21 |
| ies or Models | V22 | S22 | F22 |
| alizing decisions and plans) | V23 | S23 | F23 |

Figure 3 CLASSIFICATION SCHEME FOR AFFECTIVE TESTS

| CHARACTERISTIC | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | |
|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judgm |
| 1. Personal Temperament | 11 | 12 | 13 | 14 | 15 | 16 |
| 1A. Shyness–Boldness | 1A1 | 1A2 | 1A3 | 1A4 | 1A5 | 1A |
| 1B. Neuroticism–Adjustment | 1B1 | 1B2 | 1B3 | 1B4 | 1B5 | 1B |
| 1C. Gen. Activity–Lethargy | 1C1 | 1C2 | 1C3 | 1C4 | 1C5 | 1C |
| 1D. Reality–Fantasy Differentiation | 1D1 | 1D2 | 1D3 | 1D4 | 1D5 | 1D |
| 1E. Impulse Control | 1E1 | 1E2 | 1E3 | 1E4 | 1E5 | 1E |
| 1F. Goal-Setting Behavior | 1F1 | 1F2 | 1F3 | 1F4 | 1F5 | 1F |
| 1G. Masculinity–Femininity | 1G1 | 1G2 | 1G3 | 1G4 | 1G5 | 1G |
| 2. Social Temperament | 21 | 22 | 23 | 24 | 25 | 26 |
| 2A. Dependence–Independence | 2A1 | 2A2 | 2A3 | 2A4 | 2A5 | 2A |
| 2B. Hostility–Friendliness | 2B1 | 2B2 | 2B3 | 2B4 | 2B5 | 2B6 |
| 2C. Socialization–Rebelliousness | 2C1 | 2C2 | 2C3 | 2C4 | 2C5 | 2C6 |
| 2D. Responsibility–Irresponsibility | 2D1 | 2D2 | 2D3 | 2D4 | 2D5 | 2D6 |
| 3. Attitudes, Opinions, Beliefs | 31 | 32 | 33 | 34 | 35 | 36 |
| 3A. Self Esteem | 3A1 | 3A2 | 3A3 | 3A4 | 3A5 | 3A6 |
| 3B. School Orientation | 3B1 | 3B2 | 3B3 | 3B4 | 3B5 | 3B6 |
| 3C. Internal–External Control | 3C1 | 3C2 | 3C3 | 3C4 | 3C5 | 3C6 |
| 4. Needs | 41 | 42 | 43 | 44 | 45 | 46 |
| 4A. Need to Avoid Failure | 4A1 | 4A2 | 4A3 | 4A4 | 4A5 | 4A6 |
| 4B. Need for Feedback | 4B1 | 4B2 | 4B3 | 4B4 | 4B5 | 4B6 |
| 5. Interests | 51 | 52 | 53 | 54 | 55 | 56 |
| 5A. Vocational Interests | 5A1 | 5A2 | 5A3 | 5A4 | 5A5 | 5A6 |
| 5B. Avocational Interests | 5B1 | 5B2 | 5B3 | 5B4 | 5B5 | 5B6 |
| 6. Values | 61 | 62 | 63 | 64 | 65 | 66 |
| 6A. Theoretical–Academic | 6A1 | 6A2 | 6A3 | 6A4 | 6A5 | 6A6 |
| 6B. Economic–Practical | 6B1 | 6B2 | 6B3 | 6B4 | 6B5 | 6B6 |
| 6C. Aesthetic | 6C1 | 6C2 | 6C3 | 6C4 | 6C5 | 6C6 |
| 6D. Social | 6D1 | 6D2 | 6D3 | 6D4 | 6D5 | 6D6 |
| 6E. Political | 6E1 | 6E2 | 6E3 | 6E4 | 6E5 | 6E6 |
| 6F. Religious | 6F1 | 6F2 | 6F3 | 6F4 | 6F5 | 6F6 |

ure 3 CLASSIFICATION SCHEME FOR AFFECTIVE TESTS

| | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | | BEHAVIORAL MEASURES | |
|---|---|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judgment | Contrived Situation | Actual Situation |
| | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 |
| | 1A1 | 1A2 | 1A3 | 1A4 | 1A5 | 1A6 | 1A7 | 1A8 |
| | 1B1 | 1B2 | 1B3 | 1B4 | 1B5 | 1B6 | 1B7 | 1B8 |
| | 1C1 | 1C2 | 1C3 | 1C4 | 1C5 | 1C6 | 1C7 | 1C8 |
| | 1D1 | 1D2 | 1D3 | 1D4 | 1D5 | 1D6 | 1D7 | 1D8 |
| | 1E1 | 1E2 | 1E3 | 1E4 | 1E5 | 1E6 | 1E7 | 1E8 |
| | 1F1 | 1F2 | 1F3 | 1F4 | 1F5 | 1F6 | 1F7 | 1F8 |
| | 1G1 | 1G2 | 1G3 | 1G4 | 1G5 | 1G6 | 1G7 | 1G8 |
| | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| | 2A1 | 2A2 | 2A3 | 2A4 | 2A5 | 2A6 | 2A7 | 2A8 |
| | 2B1 | 2B2 | 2B3 | 2B4 | 2B5 | 2B6 | 2B7 | 2B8 |
| | 2C1 | 2C2 | 2C3 | 2C4 | 2C5 | 2C6 | 2C7 | 2C8 |
| | 2D1 | 2D2 | 2D3 | 2D4 | 2D5 | 2D6 | 2D7 | 2D8 |
| | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| | 3A1 | 3A2 | 3A3 | 3A4 | 3A5 | 3A6 | 3A7 | 3A8 |
| | 3B1 | 3B2 | 3B3 | 3B4 | 3B5 | 3B6 | 3B7 | 3B8 |
| | 3C1 | 3C2 | 3C3 | 3C4 | 3C5 | 3C6 | 3C7 | 3C8 |
| | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 |
| | 4A1 | 4A2 | 4A3 | 4A4 | 4A5 | 4A6 | 4A7 | 4A8 |
| | 4B1 | 4B2 | 4B3 | 4B4 | 4B5 | 4B6 | 4B7 | 4B8 |
| | 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 |
| | 5A1 | 5A2 | 5A3 | 5A4 | 5A5 | 5A6 | 5A7 | 5A8 |
| | 5B1 | 5B2 | 5B3 | 5B4 | 5B5 | 5B6 | 5B7 | 5B8 |
| | 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 |
| | 6A1 | 6A2 | 6A3 | 6A4 | 6A5 | 6A6 | 6A7 | 6A8 |
| | 6B1 | 6B2 | 6B3 | 6B4 | 6B5 | 6B6 | 6B7 | 6B8 |
| | 6C1 | 6C2 | 6C3 | 6C4 | 6C5 | 6C6 | 6C7 | 6C8 |
| | 6D1 | 6D2 | 6D3 | 6D4 | 6D5 | 6D6 | 6D7 | 6D8 |
| | 6E1 | 6E2 | 6E3 | 6E4 | 6E5 | 6E6 | 6E7 | 6E8 |
| | 6F1 | 6F2 | 6F3 | 6F4 | 6F5 | 6F6 | 6F7 | 6F8 |

Figure 4 CLASSIFICATION SCHEME FOR INTERPERSON

| RELATIONS | REPORTS ABOUT SELF | | | REPORTS AB | |
|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Specul |
| P. Relations with Peers | | | | | |
| PS. at School | PS1 | PS2 | PS3 | PS4 | PS5 |
| PH. at Home | PH1 | PH2 | PH3 | PH4 | PH5 |
| PO. Other | PO1 | PO2 | PO3 | PO4 | PO5 |
| PG. General | PG1 | PG2 | PG3 | PG4 | PG5 |
| A. Relations with Authorities | | | | | |
| AS. at School | AS1 | AS2 | AS3 | AS4 | AS5 |
| AH. at Home | AH1 | AH2 | AH3 | AH4 | AH5 |
| AO. Other | AO1 | AO2 | AO3 | AO4 | AO |
| AG. General | AG1 | AG2 | AG3 | AG4 | AG5 |
| R. Relations with Subordinates | | | | | |
| RS. at School | RS1 | RS2 | RS3 | RS4 | RS5 |
| RH. at Home | RH1 | RH2 | RH3 | RH4 | RH5 |
| RO. Other | RO1 | RO2 | RO3 | RO4 | RO5 |
| RG. General | RG1 | RG2 | RG3 | RG4 | RG5 |
| G. Relations with People in General | | | | | |
| GS. at School | GS1 | GS2 | GS3 | GS4 | GS5 |
| GH. at Home | GH1 | GH2 | GH3 | GH4 | GH5 |
| GW. at Work | GW1 | GW2 | GW3 | GW4 | GW5 |

Figure 4 CLASSIFICATION SCHEME FOR INTERPERSONAL TESTS

| IS | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | | BEHAVIORAL MEASURES | |
|---|---|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judgment | Contrived Situation | Actual Situation |
| | | | | | | | | |
| | PS1 | PS2 | PS3 | PS4 | PS5 | PS6 | PS7 | PS8 |
| | PH1 | PH2 | PH3 | PH4 | PH5 | PH6 | PH7 | PH8 |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 |
| | PG1 | PG2 | PG3 | PG4 | PG5 | PG6 | PG7 | PG8 |
| ties | | | | | | | | |
| | AS1 | AS2 | AS3 | AS4 | AS5 | AS6 | AS7 | AS8 |
| | AH1 | AH2 | AH3 | AH4 | AH5 | AH6 | AH7 | AH8 |
| | AO1 | AO2 | AO3 | AO4 | AO5 | AO6 | AO7 | AO8 |
| | AG1 | AG2 | AG3 | AG4 | AG5 | AG6 | AG7 | AG8 |
| ates | | | | | | | | |
| | RS1 | RS2 | RS3 | RS4 | RS5 | RS6 | RS7 | RS8 |
| | RH1 | RH2 | RH3 | RH4 | RH5 | RH6 | RH7 | RH8 |
| | RO1 | RO2 | RO3 | RO4 | RO5 | RO6 | RO7 | RO8 |
| | RG1 | RG2 | RG3 | RG4 | RG5 | RG6 | RG7 | RG8 |
| General | | | | | | | | |
| | GS1 | GS2 | GS3 | GS4 | GS5 | GS6 | GS7 | GS8 |
| | GH1 | GH2 | GH3 | GH4 | GH5 | GH6 | GH7 | GH8 |
| | GW1 | GW2 | GW3 | GW4 | GW5 | GW6 | GW7 | GW8 |

cated, the specific category to which it has been assigned?" Empirical measurements for this rating are difficult, if not impossible, to locate. The raters were, therefore, trained to comprehend the precise nature and scope of each category in the HLP classification schemes.

The test items were then studied to determine the *breadth and depth of category coverage* they afford. The subjective judgment of this rating is based on a ten-point scale, ranging from 0 (the items have no hope of assessing the category) to 10 (the scale seems to exhaust the behaviors of the category). It might be added, for the sake of clarity, that the assignment of any scale or test to a category was based on the test's possibilities of obtaining a maximum construct validity rating in that category; that is, no test was put into an inappropriate category and then rated low because it failed to assess the category.

Note: In many instances where a test consists of a number of subscales, each subscale is rated separately. Although the test may have validity, reliability and normative data pertaining to the total test score, if no such data is available for the separate subtests, each subtest receives 0 ratings on these criteria. This scoring system for subtests should be kept in mind while reviewing the test ratings.

*Empirical Validity*. Ratings on this variable indicate the amount of empirical evidence that exists for the test which would give an administrator confidence in its usage. Such evidence would include the test's utilization in experimentation, the number and quality of content analyses of the test (such as factor analysis, item analysis, etc.), the usage of the test (such as validity studies, clinical work, etc.), correlations with other tests, and the test's ability to discriminate between groups (e.g., a test on which delinquents score significantly higher than non-delinquents).

Because of time limitations, intensive validity research into each instrument was impossible to complete. Therefore, evidence for validity was limited, in the case of published instruments, to that presented in manuals sent with the ordered test, and, in the case of unpublished instruments, to that supporting information

(specifically requested) sent by the auth

This evidence is evaluated primarily
cific category of the classification schem
been assigned. However, some considerat
dence which relates to what the test p
example of this is an I.Q. test, classified a
reasoning), which is rated as having "som
of its having substantial correlations wit
though there is no validity data relating
reasoning.

The ratings for empirical validity
empirical validity evidence is known or a
dence is exhaustive).

Note: If the available validity data
as a whole, but the evaluation is done by
receives a "0" rating for empirical validit

These two ratings, construct validity
are summed to obtain the total VALID
range from 0 to 15 points. The numerical
the letter grading system of GFP (Good
to the following rule: 0-7 points = Poor;
12-15 points = Good.

EXAMINEE APPROPRIATENESS

All ratings in this category are conce
of the instrument for the person who wil
he is directly involved in the testing, or
use the instrument when the person asses
in the testing (this occurs, for example,
ments and parents' ratings of children). F
aspects as the test's level of comprehens
and its required response mode.

This criterion rewards the test desi

which it has been assigned?" Empir- ting are difficult, if not impossible, erefore, trained to comprehend the ich category in the HLP classifica-

n studied to determine the *breadth* *ge* they afford. The subjective judg- n a ten-point scale, ranging from 0 ssessing the category) to 10 (the haviors of the category). It might y, that the assignment of any scale on the test's possibilities of obtain- lity rating in that category; that is, opriate category and then rated low category.

where a test consists of a number of d separately. Although the test may normative data pertaining to the a is available for the separate sub- tings on these criteria. This scoring kept in mind while reviewing the

ngs on this variable indicate the that exists for the test which would ence in its usage. Such evidence ation in experimentation, the num- alyses of the test (such as factor the usage of the test (such as valid- , correlations with other tests, and ate between groups (e.g., a test on antly higher than non-delinquents).

ns, intensive validity research into le to complete. Therefore, evidence case of published instruments, to t with the ordered test, and, in the ts, to that supporting information (specifically requested) sent by the author.

This evidence is evaluated primarily in reference to the specific category of the classification scheme to which the test has been assigned. However, some consideration is also given to evidence which relates to what the test purports to measure. An example of this is an I.Q. test, classified as V16 (verbal deductive reasoning), which is rated as having "some evidence" on the basis of its having substantial correlations with other I.Q. tests, even though there is no validity data relating specifically to deductive reasoning.

The ratings for empirical validity can range from 0 (no empirical validity evidence is known or available) to 5 (the evidence is exhaustive).

Note: If the available validity data pertain only to the test as a whole, but the evaluation is done by subscale, each subscale receives a "0" rating for empirical validity.

These two ratings, construct validity and empirical validity, are summed to obtain the total VALIDITY rating, which can range from 0 to 15 points. The numerical points are converted to the letter grading system of GFP (Good, Fair, Poor) according to the following rule: 0-7 points = Poor; 8-11 points = Fair; and 12-15 points = Good.

## EXAMINEE APPROPRIATENESS

All ratings in this category are concerned with the suitability of the instrument for the person who will be assessed by it when he is directly involved in the testing, or for the person who will use the instrument when the person assessed is indirectly involved in the testing (this occurs, for example, with observation instruments and parents' ratings of children). Focus is directed on such aspects as the test's level of comprehension, its physical format, and its required response mode.

This criterion rewards the test designed for limited age or intellectual ranges, or types of people delimited in any meaningful way, since ratings consider difficulty experienced and intellectual insult. For example, a test which purports to be suitable for use in grades K-12 would probably be rated low because children at the lower end of the age continuum could be expected to experience too great a difficulty with the items, while those at the upper end of the continuum would probably find the test too easy and, therefore, intellectually insulting. Those in the middle would probably experience the least trouble or intellectual insult. Therefore, if the test had been delimited for fourth to sixth grades, it might have received more points for appropriateness.

*Comprehension–Content*. This rating is made on the *suitability* of the type of item presented, whether verbal-semantic, numerical, or figural, as well as the *appropriateness* of the items for the types of people being tested. While it would be inappropriate to ask complex syllogistic reasoning of a first-grade student, it would be equally inappropriate to ask a college student: "Do you like to play with boys and girls your age?"

For each of the HLP areas of concern, appropriateness of content focuses to some extent on a different concept. In the Higher-Order Cognitive area, it generally reflects *difficulty*; in the Affective area, it refers more to *personal pertinence;* while in the Interpersonal area, it reflects *applicability to realistic situations*. Ratings range from 0, inappropriate, to 3, exactly right.

*Comprehension–Instructions*. What the test taker is told, verbally or in writing, regarding what he is to do and why, is the subject of this rating. Instructions that are confusing, degrading, or have inappropriate tone would be rated low on this criterion. Ratings range from 0, inappropriate, to 3, exactly right, for this criterion.

*Visual Format*. A test's appropriateness rests partly on the quality and organization of the visual presentation.

The first aspect of visual format to be rated is the *organization* or layout of the instrument. Visual principles involved in the instrument's layout are rate
Gestalt principles, including
item stem-response coherence,
cates a simple and clear, and,

The second aspect of visu
*of print or illustration*. Aspe
clarity of print and/or illustr
the prints or illustrations are
rating of 1 indicates that they
effective.

Instruments that have n
schedules) are rated maximal

*Auditory Presentation*.
format, those with casual or no
are rated 0 on this criterion,
trolled auditory presentations
no auditory presentation are

*Time and Pacing*. Such as
is so long that it fatigues the
examinees (where the test is t
period defined) are considered
its and pacing that are on the
this rating; but exceptions i
and rushed conditions in situa
important or contributing asp
introduction of speed or undu
undesirable. Judging on amoun
of examinees, the rater scores t
priate (1).

*Recording Answers*. The
(psychological and physical
response) between the item st
are given greater credit. Among
(rated 1) are oral responses,

types of people delimited in any meaningful nsider difficulty experienced and intellectual a test which purports to be suitable for use d probably be rated low because children at age continuum could be expected to experi- ulty with the items, while those at the upper n would probably find the test too easy and, ly insulting. Those in the middle would prob- east trouble or intellectual insult. Therefore, delimited for fourth to sixth grades, it might oints for appropriateness.

-*Content*. This rating is made on the *suita-* f item presented, whether verbal-semantic, as well as the *appropriateness* of the items le being tested. While it would be inappro- syllogistic reasoning of a first-grade student, nappropriate to ask a college student: "Do boys and girls your age?"

HLP areas of concern, appropriateness of me extent on a different concept. In the ve area, it generally reflects *difficulty*; in the rs more to *personal pertinence;* while in the reflects *applicability to realistic situations.* ), inappropriate, to 3, exactly right.

-*Instructions*. What the test taker is told, , regarding what he is to do and why, is the . Instructions that are confusing, degrading, e tone would be rated low on this criterion. ), inappropriate, to 3, exactly right, for this

A test's appropriateness rests partly on the tion of the visual presentation.

of visual format to be rated is the *organiza-* nstrument. Visual principles involved in the instrument's layout are rated in terms of the effective use of Gestalt principles, including item packing, usage of white space, item stem-response coherence, and use of color. A rating of 1 indicates a simple and clear, and, therefore, effective format.

The second aspect of visual format to be rated is the *quality of print or illustration.* Aspects considered are size, style, and clarity of print and/or illustrations. A rating of 0 indicates that the prints or illustrations are complex or of poor quality, while a rating of 1 indicates that they are simple and clear, and, therefore, effective.

Instruments that have no visual format (such as observation schedules) are rated maximally on this set of criteria.

*Auditory Presentation.* For those tests that use an audio format, those with casual or non-mechanical modes of presentation are rated 0 on this criterion, while tests with mechanically controlled auditory presentations are rated 1. Instruments that have no auditory presentation are rated maximally.

*Time and Pacing.* Such aspects as test length (where the test is so long that it fatigues the examinee) and time pressures on examinees (where the test is too long to be completed in the time period defined) are considered in this rating. Generally, time limits and pacing that are on the liberal or soft side are preferred in this rating: but exceptions include tests of speed, motivation, and rushed conditions in situational-type tests, where speed is an important or contributing aspect of what is to be measured. The introduction of speed or undue pressure is otherwise considered undesirable. Judging on amount of time pressure for a broad range of examinees, the rater scores tests as inappropriate (0) or appropriate (1).

*Recording Answers.* The more *simple and direct* connections (psychological and physical distance between stimulus and response) between the item stems and the recording of responses are given greater credit. Among the especially easy response modes (rated 1) are oral responses, marking, writing, performing, or behaving while being rated or observed. *Complicated* conversions from item stems to alternatives or nonisomorphic response mechanisms are credited less (0), along with instruments in which responding is difficult or unclear, unless that difficulty is part of the testing itself.

*Equipment.* The equipment employed in the assessment is evaluated on two critical dimensions: *Use* and *Maintenance.* Equipment that is easy to use (e.g., paper and pencil tests and simple mechanical instruments) is scored 1 on Use, while more complex equipment is scored 0 and includes complex performance measures and machines that demand considerable training to operate. The second criterion, the maintainability of the equipment, refers to necessity and type of upkeep required. Tests on paper, peg-board type instruments, and other tests with relatively simple parts that need little maintenance other than proper storage and occasional replacement are credited with 1 point, while those instruments demanding periodic expert servicing and maintenance are rated 0.

These nine ratings are summed for the total EXAMINEE APPROPRIATENESS rating, which can range from 0 to 13. The numerical points are converted to the letter grading system of GFP (Good-Fair-Poor) according to the following rule: 0-5 points = Poor; 6-10 points = Fair; and 11-13 points = Good.

## NORMED EXCELLENCE

This category of evaluative criteria is concerned with the reliability, replicability, and refinement of the results of a test. Because of time limitations, evidence for reliability was limited, in the case of published instruments, to the data presented in the test manual, and in the case of unpublished tests, to the supporting evidence (specifically requested) sent by the author. Where no data are available, the instrument is given a 0 rating.

*Stability.* This category indicates the correlation between two or more administrations of the same test to the same or very similar populations with a suitable time interval between testing periods. The *Test-retest reliability* is important for long-range prediction and is perhaps the most r
for educational evaluation. If the t
reported or is less than .70, the test is
.70 and .80, the test is credited with 1
test is credited with 2 points; if greater
with 3 points.

Note: If the available reliability
as a whole, but the evaluation is by sub
a "0" rating for stability. This is true
also.

*Equivalence.* A second estimate
relation between two comparable or alt
by the same examinees at essentially
ment effects are studied, alternate fo
Such studies lead to the construct v
and are important for that purpose. T
the same as that for stability: 0 = u
1 = between .70 and .80; 2 = between
than .90.

*Replicability of Statistics.* If pro
cation of test results are not clearly de
or subjective, the test is rated 0 on
that can be administered with a very
tion of results because procedures are
with 1 point on this criterion.

*Range of Coverage.* A restricted
the test's interpretability. A test that
of assessment, but which can also be a
levels without exhausting its discrimi
points for having an adequate floor an
or ceiling is likely to be reached, or wh
norm tables provided, is rated 1 point
range of coverage of the instrument is
with 0 points.

Note: If the available range data

or observed. *Complicated* conversions
ives or nonisomorphic response mecha-
0), along with instruments in which
nclear, unless that difficulty is part of

pment employed in the assessment is
dimensions: *Use* and *Maintenance.*
use (e.g., paper and pencil tests and
ents) is scored 1 on Use, while more
d 0 and includes complex performance
hat demand considerable training to
ion, the maintainability of the equip-
nd type of upkeep required. Tests on
uments, and other tests with relatively
e maintenance other than proper stor-
ment are credited with 1 point, while
ng periodic expert servicing and main-

e summed for the total EXAMINEE
ing, which can range from 0 to 13. The
verted to the letter grading system
according to the following rule: 0-5
= Fair; and 11-13 points = Good.

E
uative criteria is concerned with the
d refinement of the results of a test.
s, evidence for reliability was limited,
truments, to the data presented in the
e of unpublished tests, to the support-
equested) sent by the author. Where
nstrument is given a 0 rating.

ry indicates the correlation between
s of the same test to the same or very
suitable time interval between testing
*liability* is important for long-range

prediction and is perhaps the most relevant aspect of reliability for educational evaluation. If the test-retest coefficient is not reported or is less than .70, the test is given no credit; if between .70 and .80, the test is credited with 1 point; if between .80 and .90, test is credited with 2 points; if greater than .90, the test is credited with 3 points.

Note: If the available reliability data pertain only to the test as a whole, but the evaluation is by subscale, each subscale receives a "0" rating for stability. This is true for the next reliability index also.

*Equivalence.* A second estimate of test reliability is the correlation between two comparable or alternate forms of a test taken by the same examinees at essentially the same time. When treatment effects are studied, alternate forms of a test are desirable. Such studies lead to the construct validation of the instrument and are important for that purpose. The rating on equivalence is the same as that for stability: 0 = unreported or less than .70; 1 = between .70 and .80; 2 = between .80 and .90; and 3 = greater than .90.

*Replicability of Statistics.* If procedures for achieving duplication of test results are not clearly described, or are complicated or subjective, the test is rated 0 on this criterion. Instruments that can be administered with a very high probability of duplication of results because procedures are clearly defined are credited with 1 point on this criterion.

*Range of Coverage.* A restricted range of applicability limits the test's interpretability. A test that is appropriate for one level of assessment, but which can also be applied to students at other levels without exhausting its discriminating abilities, is rated 2 points for having an adequate floor and ceiling. A test whose floor or ceiling is likely to be reached, or which has been reached in the norm tables provided, is rated 1 point. If no information on the range of coverage of the instrument is given, the test is credited with 0 points.

Note: If the available range data pertain only to the test as a whole, but the evaluation is by subscale, each subscale receives a "0" rating for range of coverage.

*Converted Scores.* Related to the range problem is the *refinement or graduation* of the inter-individual comparison scores. Because they provide more accurate comparisons, tests yielding scores in centiles, IQs, or grade-placements are considered well-graduated and common, and are credited with 1 point. Tests yielding scores in deciles, stanines, pass-fails, quartiles, and novel scales are rated as poorly graduated and/or uncommon and are credited with 0 points. Tests giving no converted scores are rated as "novel."

Note: If the available conversion data pertain only to the test as a whole, but the evaluation is by subscale, each subscale receives a "0" rating for converted scores.

The five sub-criterion ratings are summed for the total NORMED EXCELLENCE rating, which can range from 0 to 10. The numerical points are converted to the letter grading system of GFP (Good-Fair-Poor) according to the following rule: 0-4 = Poor; 5-7 = Fair; and 8-10 = Good.

## TEACHING FEEDBACK

This category of evaluative criteria is concerned with the requirements and advantages of the feedback that the instrument provides. Essentially, tests receiving the highest rating in this category are those that give unambiguous feedback which is interpretable by untrained people and will yield information useful for decision making. The criteria below are designed to assess an instrument's capacity for providing this information.

*Norm Range.* This criterion assesses the breadth of the norming sample. A restricted norm range is credited 0 and is characterized by tests whose norms are limited to a very small range in age (3 years or less), ability, or education (3 years or less) or which are appropriate only for special groups, such as occupational groups. While restricted norm ranges may be appropriate for many tests (criterion-referenced instruments, for example), they

decrease the generalizabi
norms are also credited
or educational range or
of characteristics is credi

*Norm Groups.* The
group is important in the
test. The criteria valued
(i.e., obtained within the
tion of geographic areas,
of schools and school dist
qualities are given a rat
sampled norms. Tests no
rating of 0. Where no des
instrument is given a 0 r
evaluated, therefore, rece

*Score Conversion.*
obtaining the raw score
verted score. If both proc
execute (e.g., by use of
test is credited with 2 poi
but confusing or unexpla
are credited with 1 point,
out converted scores are

Note: If the availab
only to the test as a whole
subscale receives a "0" ra

*Training for Score I*
the question of who can
test so that it is usable in
can be interpreted by the
mechanism, the test is gi
preted by school staff, suc
is given 1 point. If interpre
ist, such as a psychometri
speech therapist, psychiat

decrease the generalizability of usage of the test. Tests having no norms are also credited 0. A test normed on a broad age, ability or educational range or applicable to groups with a broad range of characteristics is credited with 1 point on this criterion.

*Norm Groups.* The representativeness of the comparison group is important in the assessment of feedback capabilities of a test. The criteria valued for a normative sample were currency (i.e., obtained within the last five years) and adequate representation of geographic areas, ages, racial and ethnic origins, and types of schools and school districts. Tests having norms including these qualities are given a rating of 1 point for having national, well sampled norms. Tests not possessing these qualities are given a rating of 0. Where no description of norm groups is available, the instrument is given a 0 rating. The few criterion-referenced tests evaluated, therefore, received ratings of 0 on this criterion.

*Score Conversion.* This criterion assesses the methods of obtaining the raw score and of changing the raw score to a converted score. If both procedures are clearly explained and easy to execute (e.g., by use of scoring keys and conversion tables), the test is credited with 2 points. Tests with relatively uncomplicated but confusing or unexplained scoring and/or conversion systems are credited with 1 point, and tests with complex systems or without converted scores are credited with 0 points.

Note: If the available score conversion procedures pertain only to the test as a whole, but the evaluation is by subscale, each subscale receives a "0" rating for score conversion.

*Training for Score Interpretation.* This criterion focuses on the question of who can process the raw data obtained from the test so that it is usable in other than test situations. If the score can be interpreted by the examinee himself, as in an autofeedback mechanism, the test is given 2 points. If the scores can be interpreted by school staff, such as teachers or administrators, the test is given 1 point. If interpretation requires the services of a specialist, such as a psychometrist, school psychologist, school counselor, speech therapist, psychiatrist, etc., the test is credited 0 points.

This rating clearly favors tests that provide immediate and personal feedback to the examinee and penalizes tests useful only for diagnoses by specialists.

*Interpretation.* The focus of this criterion is on the processes involved in converting the data obtained from the test into information which would be useful for decision making. Tests that are very difficult to interpret, whether because of complicated procedures, lack of normative or ipsative comparisons, use of ill-defined and abstruse theoretical jargon, or questionable relevance to "real-life" concerns, are given 0 points on this criterion. Tests that can be directly, immediately and clearly interpreted are credited with 1 point. This criterion is evaluated relative to the previous criterion; e.g., if the previous rating indicates that the test requires a specialist for interpretation, then this criterion asks: "Is this test easy or difficult *for that specialist* to interpret?"

*Guidelines for Decisions.* Tests useful for determining future actions and that have written descriptions of the decisions that can be forthcoming from a score or a score interpretation are considered more valuable than those that have doubtful decision-making utility. Tests with explicit guidelines for making decisions, such as going on to new materials, placement in tracks or grades, or remedial activities, are credited with 2 points. Tests that give vague indications regarding what decisions should be made are credited with 1 point, and tests offering no decision-making advice are credited with 0 points.

*Ipsative vs. Normative.* Tests that provide normative score interpretations, that is, scores that are interpreted in comparison with other people, are rated as such. Tests providing ipsative score interpretations, scores interpreted within the individual, comparing one of his characteristics with another, are likewise noted. In some instances, a test may be both ipsative and normative, or may be neither (e.g., criterion-referenced tests). There are no values attached to this aspect of test assessment.

The six sub-criterion ratings are summed to obtain the total TEACHING FEEDBACK rating, which can range from 0 to 9
points. The numerical points are
system of GFP (Good-Fair-Poor)
0-4 = Poor; 5-7 = Fair; and 8-9 =

USABILITY

This evaluative criterion is c
trative aspects of the test. The s
efficiency in terms of number of ex
of administration.

*Administration.* For general
comes, a test that can be adminis
desirable than one administered to
individually administered tests, wh
tages, are not efficient for large-sca
given to 16 or more students are cr
to groups of less than 16 are given
istered tests are given 0 points of

*Time.* The tests are also eval
of time that it takes to administer
minutes are credited with 1 point
20 minutes are given 0 points of c

*Clarity of Manual.* This crite
the test manual: *discussion* of the
of the test; clear administration
*description* of test development, a
tive groups. Manuals whose disc
tions are clear and complete are
that are unclear and/or incomplet
no manual is available (as in most
credited with 1 point if adequate di
tion are included in the research l

*General Training/Administra*
eration is given to the amount of t
to properly conduct the test. Pref
ments requiring the least trainin

s that provide immediate and per-
e and penalizes tests useful only for

of this criterion is on the processes
a obtained from the test into infor-
for decision making. Tests that are
ether because of complicated proce-
ative comparisons, use of ill-defined
n, or questionable relevance to "real-
nts on this criterion. Tests that can
learly interpreted are credited with
luated relative to the previous cri-
ting indicates that the test requires
then this criterion asks: "Is this test
*alist* to interpret?"

Tests useful for determining future
n descriptions of the decisions that
re or a score interpretation are con-
those that have doubtful decision-
licit guidelines for making decisions,
rials, placement in tracks or grades,
dited with 2 points. Tests that give
what decisions should be made are
s offering no decision-making advice

Tests that provide normative score
s that are interpreted in comparison
s such. Tests providing ipsative score
eted within the individual, compar-
with another, are likewise noted. In
be both ipsative and normative, or
on-referenced tests). There are no
t of test assessment.

ings are summed to obtain the total
ting, which can range from 0 to 9

points. The numerical points are converted to the letter grading system of GFP (Good-Fair-Poor) according to the following rule: 0-4 = Poor; 5-7 = Fair; and 8-9 = Good.

## USABILITY

This evaluative criterion is concerned with various administrative aspects of the test. The sub-criteria cover such facets as efficiency in terms of number of examinees and time and difficulty of administration.

*Administration.* For general assessment of educational outcomes, a test that can be administered to a large group is more desirable than one administered to an individual. Small-group and individually administered tests, while having their distinct advantages, are not efficient for large-scale educational evaluation. Tests given to 16 or more students are credited with 2 points; tests given to groups of less than 16 are given 1 point; and individually administered tests are given 0 points of credit.

*Time.* The tests are also evaluated according to the amount of time that it takes to administer them. Tests taking less than 20 minutes are credited with 1 point, while tests taking more than 20 minutes are given 0 points of credit.

*Clarity of Manual.* This criterion focuses on three aspects of the test manual: *discussion* of the purpose, uses, and limitations of the test; clear administration and scoring *directions;* and *description* of test development, analysis procedures, and normative groups. Manuals whose discussion, directions, and descriptions are clear and complete are credited with 1 point. Manuals that are unclear and/or incomplete are credited with 0 points. If no manual is available (as in most unpublished tests), the test is credited with 1 point if adequate discussion, directions and description are included in the research literature.

*General Training/Administration.* In this category, consideration is given to the amount of training that is required in order to properly conduct the test. Preference is given to those instruments requiring the least training. If a psychometrist or some other specialist is required for the administration of the test, it is credited with 0 points. Any instrument that requires extensive practice before administration (such as observation instruments with complex rating systems and most individually administered tests) is considered as requiring a specialist for administration and is given a 0 rating. Tests that can be administered by teachers or teaching staff without extensive practice are credited with 1 point. Self-administered tests are given 2 points of credit.

*Specific Training/Administration.* An overlapping, but conceptually independent aspect of the administrative usability of an instrument is the amount of time necessary to prepare for the test administration. This includes time for reading through the manual for administration directions and preparing materials. If the test can be administered with less than 30 minutes of preparation on the part of the administrator, it is credited with 1 point, while if the preparation takes more than 30 minutes, it is given 0 points.

*Number-Administration/Observers.* If only one observer (this includes the administrator) is needed or if the test is self-administered, the test is given 1 point of credit. If one or more observers, in addition to the administrator, are needed in order to administer the instrument (observation techniques frequently fall in this category) the test is given 0 points. In this case, the exact number of observers needed is recorded on the rating sheet.

The six ratings are summed for the total USABILITY rating, which can range from 0 to 8. The numerical points are converted to the letter grading system of GFP (Good-Fair-Poor) according to the following rule: 0-3 = Poor; 4-6 = Fair; and 7-8 = Good.

RETEST POTENTIAL

This evaluation criterion is concerned with the number of

alternate forms availa

*Alternate Forms*
equivalent forms, buil
same attributes, are a
available are given 1
alternate forms are g
which have both long
sidered an alternate fo

*Form Comparabi*
comparable in many w
of content, approach o
statistics, and reliabili
the alternate forms a
test is credited with 3
erate comparability a
comparability are cre
comparability are cre

*Retest Norms.* W
nate forms of a test a
deviations, and score
the alternate forms sh
the test is credited w
test receives 0 points.
deviations of the forn
norms.

The three ratin
POTENTIAL rating,
points are converted t
Fair-Poor) according
Fair; and 4-5 = Good.

equired for the administration of the test, it is
ints. Any instrument that requires extensive
inistration (such as observation instruments
g systems and most individually administered
as requiring a specialist for administration and
Tests that can be administered by teachers or
ut extensive practice are credited with 1 point.
ests are given 2 points of credit.

*ing/Administration.* An overlapping, but con-
ent aspect of the administrative usability of an
mount of time necessary to prepare for the test
s includes time for reading through the manual
lirections and preparing materials. If the test
l with less than 30 minutes of preparation on
inistrator, it is credited with 1 point, while if
es more than 30 minutes, it is given 0 points.

*nistration/Observers.* If only one observer (this
strator) is needed or if the test is self-adminis-
ven 1 point of credit. If one or more observers,
lministrator, are needed in order to administer
bservation techniques frequently fall in this
s given 0 points. In this case, the exact number
l is recorded on the rating sheet.

are summed for the total USABILITY rating,
m 0 to 8. The numerical points are converted
g system of GFP (Good-Fair-Poor) according
e: 0-3 = Poor; 4-6 = Fair; and 7-8 = Good.

TIAL

n criterion is concerned with the number of alternate forms available for an instrument.

*Alternate Forms.* This category indicates whether or not equivalent forms, built to the same specifications to measure the same attributes, are available. Instruments with alternate forms available are given 1 point of credit, while instruments without alternate forms are given 0 points. In the case of instruments which have both long and short forms, the short form is *not* considered an alternate form and is rated on a separate rating form.

*Form Comparability.* Alternate forms of instruments can be comparable in many ways. To name a few, there are considerations of content, approach or method, validities, similarity of descriptive statistics, and reliabilities. If available information indicates that the alternate forms are highly similar on these criteria, then the test is credited with 3 points. Alternate forms judged to have moderate comparability are credited with 2 points; those with slight comparability are credited with 1 point; and those exhibiting no comparability are credited with 0 points.

*Retest Norms.* Without specific empirical evidence that alternate forms of a test are strictly parallel (same means, standard deviations, and score distributions), norms developed for each of the alternate forms should be considered. If such norms are given, the test is credited with 1 point, while if they are not given, the test receives 0 points. A simple listing of the means and standard deviations of the forms is *not* considered as representing retest norms.

The three ratings are summed for the total RETEST POTENTIAL rating, which can range from 0 to 5. The numerical points are converted to the letter grading system of GFP (Good-Fair-Poor) according to the following rule: 0-1 = Poor; 2-3 = Fair; and 4-5 = Good.

## ETHICAL PROPRIETY

Ethical considerations can arise in any one of three phases of the testing procedure: administration procedures, test content, and recommendations for actions on the basis of test results.

Questionable administration procedures include such situations as purposely inducing unusually severe stress in the examinee and deluding the examinee as to the actual nature of the test. Questionable test content includes questions which are offensive and/or insulting to the examinee, and questions which elicit responses that could cause the examinee personal embarrassment and distress if those responses were made known to others. The third consideration includes tests which may recommend, either explicitly or implicitly, a treatment (including feedback to the examinee) which, in the rater's judgment, is inappropriate and possibly offensive and insulting to the examinee.

No numerical rating is given on this criterion. However, if the ethical propriety of the test is questionable, a note to that effect is added in the appropriate space on the rating form and an asterisk is recorded in the Ethical Propriety column in the tables in this volume.

## THE VENTURE EVALUATIONS

Using the evaluation procedure and the VENTURE forms described above, CSE evaluated all the instruments which had been obtained (about 2,600 scales and subscales). The summary data from these evaluations appear in the body of this book.

The following three sections present the ratings for all the primary criteria for the instruments which were evaluated. The tabular format is designed to provide a maximum of useful information in an organized and readable manner. The columns list the rating criteria in the same order as they have been discussed here. The numbers in the shaded section of each table indicate the range of points in which the jud
supplied on each table merely for re
sented in the right-hand column are
indicated. The instruments include
tion scheme: Higher-Order Cognit
sonal. The introduction to each se
and definition of each of the skills
instruments themselves are arrange
cally within each skill area. As a fu
source indexes are supplied at the e

In conclusion, it should be not
CSE staff, the "state of the art," a
much to be desired. In terms of qua
the three classification schemes, 18
additional 179 (42%) contain 10 or f
the quality of the instruments, as e
evaluations, is predominately poor
mean rating was obtained by avera
all the instruments within that cat
mean score was then converted to
(P, F, or G). These data are prese
can be seen from these tables that th
Normed excellence, Teaching feedb
uniformly poor, while the ratings f
and Usability are predominately Fa
two criteria occurring most frequent
and least frequently in the Higher
short, much work remains to be do
ments where none now exist, and in
instruments which have already bee

The data presented here are no
they will serve as a stimulus for fu
Higher-Order Cognitive, Affective a

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Note: The staff of the Center willi
omissions, misinterpretations, and errors in

an arise in any one of three phases of
inistration procedures, test content,
tions on the basis of test results.

ation procedures include such situ-
unusually severe stress in the exam-
nee as to the actual nature of the test.
ncludes questions which are offensive
aminee, and questions which elicit
he examinee personal embarrassment
ses were made known to others. The
tests which may recommend, either
reatment (including feedback to the
ter's judgment, is inappropriate and
ing to the examinee.

given on this criterion. However, if
test is questionable, a note to that
riate space on the rating form and an
thical Propriety column in the tables

## RE EVALUATIONS

rocedure and the VENTURE forms
ated all the instruments which had
scales and subscales). The summary
appear in the body of this book.

ctions present the ratings for all the
truments which were evaluated. The
o provide a maximum of useful infor-
readable manner. The columns list
ne order as they have been discussed
haded section of each table indicate

the range of points in which the judgments could be made and are supplied on each table merely for reference. The letter grades presented in the right-hand column are interpreted as was previously indicated. The instruments included are organized by classification scheme: Higher-Order Cognitive, Affective, and Interpersonal. The introduction to each section supplies an explanation and definition of each of the skills included in that domain. The instruments themselves are arranged by skill area, and alphabetically within each skill area. As a further aid, both test-name and source indexes are supplied at the end of this book.

In conclusion, it should be noted that, in the opinion of the CSE staff, the "state of the art," as it is presented here, leaves much to be desired. In terms of quantity, of the 429 categories in the three classification schemes, 183 (43%) are empty, and an additional 179 (42%) contain 10 or fewer instruments. In addition, the quality of the instruments, as expressed by their VENTURE evaluations, is predominately poor to fair. For each category, a mean rating was obtained by averaging the numerical ratings for all the instruments within that category for each criterion. Each mean score was then converted to the appropriate letter grade (P, F, or G). These data are presented in Figures 5, 6, and 7. It can be seen from these tables that the average ratings for Validity, Normed excellence, Teaching feedback, and Retest potential are uniformly poor, while the ratings for Examinee appropriateness and Usability are predominately Fair, with good ratings on these two criteria occurring most frequently in the Interpersonal domain and least frequently in the Higher-Order Cognitive domain. In short, much work remains to be done, both in developing instruments where none now exist, and in improving the quality of those instruments which have already been developed.

The data presented here are not reassuring. It is hoped that they will serve as a stimulus for further test development in the Higher-Order Cognitive, Affective and Interpersonal domains.

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Note: The staff of the Center willingly assumes responsibility for any omissions, misinterpretations, and errors in the presentation of these data.

Figure 5 HIGHER-ORDER COGNITIVE SUMMARY TEST EVALU

| SKILL | V | |
|---|---|---|
| | Verbal—Semantic | |
| 1. Mnemonic Strategies | | |
| 2. Cognitive Strategies | PGPPFP | |
| 3. Cognitive Styles | PGPPGP | |
| 4. Communication Skills | PFPPPP | |
| 5. Translation and Interpretation of Ideas | PFPPFP | |
| 6. Comparing | PFPPFP | |
| 7. Sequencing | PFPPGP | |
| 8. Classifying | PFPPFP | |
| 9. Categorizing | PFPPFP | |
| 10. Inventing — Ideating | PGPPFP | |
| 11. Planning | PGPPFP | |
| 12. Problem - Redefinition | PFPPFP | |
| 13. Transfer of Approach to New Problems | FFPPFP | |
| 14. Creating Hypotheses | PGPPFP | |
| 15. Inferring from Data | PFPPFP | |
| 16. Deductive Reasoning | PFPPFP | |
| 17. Evaluating According to Logical Criteria | PFPPFP | |
| 18. Specifying Judgmental Criteria | PGPPFP | |
| 19. Sensitivity to Missing, Irrelevant, or Misleading Information | PFPPFP | |
| 20. Discriminating Statements of Value from Fact | PFPPFP | |
| 21. Creating Situations to Provide Data for Evaluation | PFPPFP | |
| 22. Building Theories or Models | PFPPFP | |
| 23. Valuing (internalizing decisions and plans) | FGPPFP | |

Figure 5 HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| SKILL | V | S | F |
|---|---|---|---|
| | Verbal–Semantic | Symbolic | Figural–Spatial |
| ategies | | | |
| tegies | PGPPFP | PFPPFP | FGPPPG |
| es | PGPPGP | FFFPGP | PFPPFP |
| n Skills | PFPPPP | | |
| d Interpretation of Ideas | PFPPFP | PFPPFP | PFPPFP |
| | PFPPFP | PFPPFP | PFPPGP |
| | PFPPGP | PFPPFP | PFPPFP |
| | PFPPFP | PFPPFP | PFPPFP |
| | PFPPFP | PFPPFP | PFPPFP |
| deating | PGPPFP | PFPPFP | PGPPFP |
| | PGPPFP | PFPPFP | PFPPFP |
| finition | PFPPFP | PFPPFP | PFPPFP |
| pproach to New Problems | FFPPFP | | |
| theses | PGPPFP | | PFPPGP |
| Data | PFPPFP | | |
| soning | PFPPFP | PFPPFP | PFPPFP |
| cording to Logical Criteria | PFPPFP | PFPPFP | PFPPFP |
| gmental Criteria | PGPPFP | | |
| Missing, Irrelevant, or Misleading Information | PFPPFP | PFPPFP | PFPPFP |
| Statements of Value from Fact | PFPPFP | | |
| ions to Provide Data for Evaluation | PFPPFP | | |
| ies or Models | PFPPFP | | |
| alizing decisions and plans) | FGPPFP | | |

Figure 6 AFFECTIVE SUMMARY TEST EVALUATIONS

| CHARACTERISTIC | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | |
|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judgm |
| 1. Personal Temperament | PGFPGF | PFPFGP | PFPPGP | PFPPFP | PGPPFP | PFPP |
| 1A. Shyness–Boldness | PGPPGP | PFPPGP | PFPPGF | PFPPFP | | PFPP |
| 1B. Neuroticism–Adjustment | PGPPGP | PGPPGP | PFPPGP | PFFPPP | | PGPP |
| 1C. Gen. Activity–Lethargy | FGPPGP | PGPPGP | FFPPFP | PFPPFP | | PFPP |
| 1D. Reality–Fantasy Differentiation | PFFPGP | | PFPPFP | PFFPPP | | |
| 1E. Impulse Control | PGPPGP | PFPPGP | PGPPGP | PFPPPP | | |
| 1F. Goal-Setting Behavior | PGPPGP | FFPPFP | PFPPGP | PGPPFP | | PFPP |
| 1G. Masculinity–Femininity | PGPPGP | | PFPPFP | | | |
| 2. Social Temperament | PFPPFP | PFPFGP | PGPPGP | PFPPFP | | PFPP |
| 2A. Dependence–Independence | PGPPGP | PGPPGP | PFPPGP | PFPPFP | | |
| 2B. Hostility–Friendliness | PGPPGP | PFPPGP | PFPPGP | PFPPFP | | PPPP |
| 2C. Socialization–Rebelliousness | PFPPGP | | PFPPGF | PFPPFP | | PFPP |
| 2D. Responsibility–Irresponsibility | PGPPGP | PFPPFP | PGPPGP | PFPPFP | | |
| 3. Attitudes, Opinions, Beliefs | PFPPGP | PFPFGP | PFPPGP | PGPPFP | | PFPP |
| 3A. Self Esteem | PFPPFP | PFPPFP | PFPPFP | PGPPFP | PFPPFP | FGPP |
| 3B. School Orientation | PGPPFP | PFPPFP | PFPPFP | PGPPFP | | PGPP |
| 3C. Internal–External Control | FFPPFP | FFPPFP | PGPPGF | | | |
| 4. Needs | PGPPFP | | PFPPFP | | | PFPP |
| 4A. Need to Avoid Failure | | FGPPGP | | | | |
| 4B. Need for Feedback | PGFFGP | | | | | |
| 5. Interests | PGPPGP | FGPFGP | PFPPFP | | | |
| 5A. Vocational Interests | PGPPGP | FGPPFP | PGPPGP | | | |
| 5B. Avocational Interests | PFPPFP | PFPPGF | PFPPFP | | | |
| 6. Values | PFPPFP | PFPPFP | PFPPGP | | | |
| 6A. Theoretical–Academic | PFPPGP | PFPPGP | PGPPGP | | | |
| 6B. Economic–Practical | PGPPGP | PFPPGP | PGPPGP | PFPPFP | | PFPP |
| 6C. Aesthetic | PFPPGP | PFPFGP | PGPFGP | | | |
| 6D. Social | PFPPGP | PFPPGP | PFPPGP | | | PFPP |
| 6E. Political | PFPPGF | PFPFGP | PFPPGP | | | |
| 6F. Religious | PFPPGP | PFPFGP | PFPPGP | | | PFPP |

Figure 6 AFFECTIVE SUMMARY TEST EVALUATIONS

| STIC | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | | BEHAVIORAL MEASURES | |
|---|---|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judgment | Contrived Situation | Actual Situation |
| | PGFPGF | PFPFGP | PFPPGP | PFPPFP | PGPPFP | PFPPFP | | |
| | PGPPGP | PFPPGP | PFPPGF | PFPPFP | | PFPPGP | PFPPFF | |
| stment | PGPPGP | PGPPGP | PFPPGP | PFFPPP | | PGPPFP | PGPPFP | PGPFPP |
| thargy | FGPPGP | PGPPGP | FFPPFP | PFPPFP | | PFPPFP | PFPPFF | |
| ifferentiation | PFFPGP | | PFPPFP | PFFPPP | | | | |
| | PGPPGP | PFPPGP | PGPPGP | PFPPPP | | | | |
| ior | PGPPGP | FFPPFP | PFPPGP | PGPPFP | | PFPPGP | PGPPFP | PGPPPP |
| ninity | PGPPGP | | PFPPFP | | | | | |
| | PFPPFP | PFPFGP | PGPPGP | PFPPFP | | PFPPFP | PFPPFP | PGPPFP |
| pendence | PGPPGP | PGPPGP | PFPPGP | PFPPFP | | | PFPPFP | PGPPFP |
| ness | PGPPGP | PFPPGP | PFPPGP | PFPPFP | | PPPPFP | PFPPFF | PGPFFP |
| elliousness | PFPPGP | | PFPPGF | PFPPFP | | PFPPFP | PGPPFP | |
| esponsibility | PGPPGP | PFPPFP | PGPPGP | PFPPFP | | | PFPPFP | |
| liefs | PFPPGP | PFPFGP | PFPPGP | PGPPFP | | PFPPGP | | |
| | PFPPFP | PFPPFP | PFPPFP | PGPPFP | PFPPFP | FGPPFP | PFPPFP | PGPPFP |
| n | PGPPFP | PFPPFP | PFPPFP | PGPPFP | | PGPPFP | FFPPFP | PGPPPP |
| Control | FFPPFP | FFPPFP | PGPPGF | | | | | |
| | PGPPFP | | PFPPFP | | | PFPPFP | | |
| ilure | | FGPPGP | | | | | | |
| k | PGFFGP | | | | | | | |
| | PGPPGP | FGPFGP | PFPPFP | | | | | |
| ts | PGPPGP | FGPPFP | PGPPGP | | | | | |
| sts | PFPPFP | PFPPGF | PFPPFP | | | | | |
| | PFPPFP | PFPPFP | PFPPGP | | | | | |
| emic | PFPPGP | PFPPGP | PGPPGP | | | | | |
| al | PGPPGP | PFPPGP | PGPPGP | PFPPFP | | PFPPGP | | |
| | PFPPGP | PFPFGP | PGPFGP | | | | | |
| | PFPPGP | PFPPGP | PFPPGP | | | PFPPGP | | |
| | PFPPGF | PFPFGP | PFPPGP | | | | PFPPFP | |
| | PFPPGP | PFPFGP | PFPPGP | | | PFPPGP | | |

Figure 7 INTERPERSONAL SUMMARY TEST EVALUATIONS

| RELATIONS | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHER | | |
|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judg |
| P. Relations with Peers | | | | | | |
| PS. at School | PFPPFP | PGPPFP | PGPFGP | PFPPFP | | PGP |
| PH. at Home | | PGPPGP | PGPPGP | | | PFP |
| PO. Other | PGPPGP | PFPPFP | PFPPGP | | | PFP |
| PG. General | PFPPGP | PFPPGP | PGPPGP | | | PGP |
| A. Relations with Authorities | | | | | | |
| AS. at School | PFPPGP | | FGPPGP | PFPPGP | | PFP |
| AH. at Home | PFPPGP | PFPPGP | PGPPGP | | | PGP |
| AO. Other | | PGFFGP | PGPPFP | | | PFP |
| AG. General | PFPPGP | | | | | |
| R. Relations with Subordinates | | | | | | |
| RS. at School | GGPPFP | PFPPFP | | PFPPFP | | PGP |
| RH. at Home | PGPPPP | | PFPPGP | | | PFP |
| RO. Other | GGFGGP | FGPPFP | | PFPPGP | | PGP |
| RG. General | | PFPPGP | FGPPFP | | | |
| G. Relations with People in General | | | | | | |
| GS. at School | PGPPFP | | | PGPPFP | | PGP |
| GH. at Home | PGPPGP | PGPPGP | PFPFGG | PFPPFP | | |
| GW. at Work | PGPPGP | PGPPFP | PGPPFP | PFPPFP | | PGP |

Figure 7 INTERPERSONAL SUMMARY TEST EVALUATIONS

| | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | | BEHAVIORAL MEASURES | |
|---|---|---|---|---|---|---|---|---|
| | **Description** | **Speculation** | **Judgment** | **Description** | **Speculation** | **Judgment** | **Contrived Situation** | **Actual Situation** |
| | | | | | | | | |
| | PFPPFP | PGPPFP | PGPFGP | PFPPFP | | PGPPGP | FGPPPP | PFPPPP |
| | | PGPPGP | PGPPGP | | | PFPPFP | | |
| | PGPPGP | PFPPFP | PFPPGP | | | PFPPGP | PFPPPP | |
| | PFPPGP | PFPPGP | PGPPGP | | | PGPPFP | PFPPPP | FGPPPP |
| s | | | | | | | | |
| | PFPPGP | | FGPPGP | PFPPGP | | PFPPFP | | PFPPFP |
| | PFPPGP | PFPPGP | PGPPGP | | | PGPFFP | | |
| | | PGFFGP | PGPPFP | | | PFPPGP | | PFPPFP |
| | PFPPGP | | | | | | | |
| es | | | | | | | | |
| | GGPPFP | PFPPFP | | PFPPFP | | PGPPGP | | FFPPPP |
| | PGPPPP | | PFPPGP | | | PFPPGP | | |
| | GGFGGP | FGPPFP | | PFPPGP | | PGPPGP | | |
| | | PFPPGP | FGPPFP | | | | | |
| General | | | | | | | | |
| | PGPPFP | | | PGPPFP | | PGPPGP | | PGPPPP |
| | PGPPGP | PGPPGP | PFPFGG | PFPPFP | | | | |
| | PGPPGP | PGPPFP | PGPPFP | PFPPFP | | PGPPGP | PFPPFP | |

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# Higher
# Or
# Cog
# Skills

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# TESTS OF HIGHER-ORDER COGNITIVE SKIL

In view of the fact that new information is being produced at an exponential rate, rendering today's facts obsolete by tomorrow, it has become increasingly important to teach children how to acquire and process new data. The higher-order cognitive domain focuses on the area of cognition beyond memory and specific subject-matter knowledge. Each of the skills included in this domain is viewed as tapping one aspect of data acquisition and processing. Combining several of these skills results in activities like problem-solving, which includes those processes that are termed insightful, novel, creative, or judgmental.

### *The Dimensions of the Classification Scheme for Higher-Order Cognitive Tests*

In developing the higher-order cognitive test classification, no attempt was made to create an exhaustive listing of cognitive skills. Rather, three primary criteria were employed for selecting the

skills to be included: (1)
must be capable of being
have intellectual and/or
factor-analytic studies w
and overlap of skills.

Figure 8 illustrates
that was developed for e
labeled with their catego
by identifiers denoting v
the codes that were assi
The parenthesized num
ments located and analy

The tests for this d
three domains, include
sures of cognitive styles,

## *COLUMNS OF THE CLASSIFICATION SCHEM*

### *VERBAL-SEMANTIC TESTS*

Verbal-Semantic content involves the processing of language and language-related data. Also included in this dimension are instruments that present pictures (drawings, photographs) rather than verbal content, when the problem cannot be solved by perceptual means but must be dealt with on a verbal-conceptual level. An example of this type of item is a sequencing task in which a child is presented with pictures of a baby, an old woman, a young woman, and a young girl. The task can be solved only by utilizing the abstract concept of age or growth.

*Examples:*

"Which alternative completes the analogy?"*

ROSE : VASE :: MAN : ?

A. suit
B. jug
C. shoes

Answer: A

"Which word is not i
it."

ant—caterpiller-

### *SYMBOLIC TESTS*

Symbolic content in
ical, alphabetical, or no
stand for themselves an

*Examples:*

"If △ ○ = □ and □

---

*Many sample items in
trative purposes. Items that
trative of contrived-situation
for assessment purposes.

## TESTS OF HIGHER-ORDER COGNITIVE SKILLS

ct that new information is being produced at endering today's facts obsolete by tomorrow, singly important to teach children how to ew data. The higher-order cognitive domain f cognition beyond memory and specific sub- e. Each of the skills included in this domain is e aspect of data acquisition and processing. these skills results in activities like problem- es those processes that are termed insightful, gmental.

### *e Classification Scheme for ve Tests*

higher-order cognitive test classification, no create an exhaustive listing of cognitive skills. y criteria were employed for selecting the skills to be included: (1) the skill must be measurable, (2) the skill must be capable of being taught and learned, and (3) the skill must have intellectual and/or societal importance. The results of various factor-analytic studies were utilized in order to avoid duplication and overlap of skills.

Figure 8 illustrates the two-dimensional classification scheme that was developed for evaluation of cognitive tests. The rows are labeled with their category descriptors, and the columns are headed by identifiers denoting various kinds of content. The cells indicate the codes that were assigned to the interaction of two dimensions. The parenthesized numbers indicate the number of test instruments located and analyzed in each category.

The tests for this domain, by far the best represented of the three domains, include measures of dispositions, as well as measures of cognitive styles, strategies, and skills.

## *COLUMNS OF THE CLASSIFICATION SCHEME*

### *IC TESTS*

content involves the processing of language data. Also included in this dimension are ent pictures (drawings, photographs) rather when the problem cannot be solved by per- st be dealt with on a verbal-conceptual level. e of item is a sequencing task in which a child ures of a baby, an old woman, a young woman, e task can be solved only by utilizing the ge or growth.

ve completes the analogy?"*

SE :: MAN : ?

s

Answer: A

"Which word is not in the right order? Draw a ring around it."

ant–caterpiller–dog–horse–mouse–elephant

Answer: **mouse**

### *SYMBOLIC TESTS*

Symbolic content includes the mental manipulation of numerical, alphabetical, or novel symbol-systems. The symbols must stand for themselves and not constitute an ideational shorthand.

*Examples:*

"If $\triangle \bigcirc = \square$ and $\square * = \infty$, then $\triangle \bigcirc * = ?$."

Answer: $\infty$

---

*Many sample items in this section are contrived by the authors for illustrative purposes. Items that are ethically questionable (especially those illustrative of contrived-situation measures) are in no way endorsed by the authors for assessment purposes.

Figure 8 HIGHER-ORDER COGNITIVE CLASSIFICATION SCHEME

| SKILL | V | S |
|---|---|---|
| | Verbal—Semantic | Symbolic |
| 1. Mnemonic Strategies | V1 *(0)* | S1 *(0)* |
| 2. Cognitive Strategies | V2 *(38)* | S2 *(1)* |
| 3. Cognitive Styles | V3 *(56)* | S3 *(5)* |
| 4. Communication Skills | V4 *(13)* | S4 *(0)* |
| 5. Translation and Interpretation of Ideas | V5 *(36)* | S5 *(34)* |
| 6. Comparing | V6 *(31)* | S6 *(24)* |
| 7. Sequencing | V7 *(38)* | S7 *(64)* |
| 8. Classifying | V8 *(58)* | S8 *(13)* |
| 9. Categorizing | V9 *(16)* | S9 *(3)* |
| 10. Inventing – Ideating | V10 *(73)* | S10 *(12)* |
| 11. Planning | V11 *(16)* | S11 *(5)* |
| 12. Problem-Redefinition | V12 *(6)* | S12 *(1)* |
| 13. Transfer of Approach to New Problems | V13 *(1)* | S13 *(0)* |
| 14. Creating Hypotheses | V14 *(1)* | S14 *(0)* |
| 15. Inferring from Data | V15 *(20)* | S15 *(0)* |
| 16. Deductive Reasoning | V16 *(182)* | S16 *(32)* |
| 17. Evaluating According to Logical Criteria | V17 *(43)* | S17 *(3)* |
| 18. Specifying Judgmental Criteria | V18 *(4)* | S18 *(0)* |
| 19. Sensitivity to Missing, Irrelevant, or Misleading Information | V19 *(20)* | S19 *(1)* |
| 20. Discriminating Statements of Value from Fact | V20 *(6)* | S20 *(0)* |
| 21. Creating Situations to Provide Data for Evaluation | V21 *(5)* | S21 *(0)* |
| 22. Building Theories or Models | V22 *(1)* | S22 *(0)* |
| 23. Valuing (internalizing decisions and plans) | V23 *(3)* | S23 *(0)* |

*Parenthesized figures indicate the number of tests located and evaluated for that category.*

igure 8 HIGHER-ORDER COGNITIVE CLASSIFICATION SCHEME

| SKILL | V | S | F |
|---|---|---|---|
| | Verbal–Semantic | Symbolic | Figural–Spatial |
| | V1 *(0)* | S1 *(0)* | F1 *(0)* |
| | V2 *(38)* | S2 *(1)* | F2 *(1)* |
| | V3 *(56)* | S3 *(5)* | F3 *(2)* |
| | V4 *(13)* | S4 *(0)* | F4 *(0)* |
| etation of Ideas | V5 *(36)* | S5 *(34)* | F5 *(83)* |
| | V6 *(31)* | S6 *(24)* | F6 *(61)* |
| | V7 *(38)* | S7 *(64)* | F7 *(29)* |
| | V8 *(58)* | S8 *(13)* | F8 *(33)* |
| | V9 *(16)* | S9 *(3)* | F9 *(19)* |
| | V10 *(73)* | S10 *(12)* | F10 *(12)* |
| | V11 *(16)* | S11 *(5)* | F11 *(12)* |
| | V12 *(6)* | S12 *(1)* | F12 *(2)* |
| o New Problems | V13 *(1)* | S13 *(0)* | F13 *(0)* |
| | V14 *(1)* | S14 *(0)* | F14 *(1)* |
| | V15 *(20)* | S15 *(0)* | F15 *(0)* |
| | V16 *(182)* | S16 *(32)* | F16 *(48)* |
| o Logical Criteria | V17 *(43)* | S17 *(3)* | F17 *(2)* |
| Criteria | V18 *(4)* | S18 *(0)* | F18 *(0)* |
| rrelevant, or Misleading Information | V19 *(20)* | S19 *(1)* | F19 *(9)* |
| nts of Value from Fact | V20 *(6)* | S20 *(0)* | F20 *(0)* |
| Provide Data for Evaluation | V21 *(5)* | S21 *(0)* | F21 *(0)* |
| odels | V22 *(1)* | S22 *(0)* | F22 *(0)* |
| ecisions and plans) | V23 *(3)* | S23 *(0)* | F23 *(0)* |

*nber of tests located and evaluated for that category.*

"Write as many new equations as you can from the two given equations."

$$2A + D = 6C \qquad D - 48 = A$$

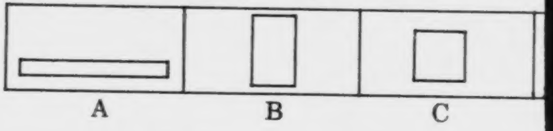
Sample answers: $2A = 6C - D$
$A = 6C - 2A - 48$

### FIGURAL-SPATIAL TESTS

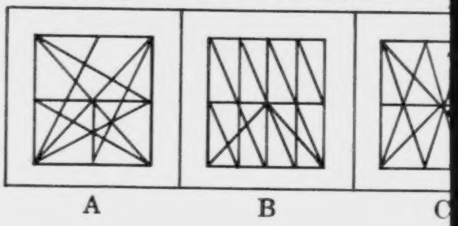
Figural-Spatial content deals with items containing pictures and geometric figures, in which the cognitive skills involved are focused on the perceptual characteristics of the figures and not on their meanings or acquired significances.

*Examples:*

"Mark the figure that does not b



"Which figure contains the hidden 'W'



## ROWS OF THE CLASSIFICATION SCHEME

The rows of Figure 8 represent the various skills which were chosen for inclusion in this study.

### MNEMONIC STRATEGIES

The first category, Mnemonic Strategies, involves the use of any organized system for storing and retrieving rote material. An example of such a technique is associative chaining in which a word-pair (e.g., dog-cheese) is remembered by supplying associations, thus creating a chain (dog-cat-mouse-cheese). Test examples were not found.

### COGNITIVE STRATEGIES

Cognitive strategies are general approaches to problem-solving. An individual may engage in trial and error behavior or analyze a task in a systematic, organized way. He may focus on the details, or take a more general or global view. A cognitive strategy which has attracted much attention in recent years is that of "brain-storming." Many of the measures of cognitive strategies are of the questionnaire type.

*Examples:*

"I solve problems best by carefully working, step-by-step, through the problem."

"I translate all problems into
correctly."

### COGNITIVE STYLES

Closely related to cognitive stra
While cognitive styles are also gene
solving, there are two important differe
styles: (1) a single individual may use
situations, but his style remains const
(2) while strategies are largely, if not
have large affective components. Inclu
tive styles are such dispositions as t
sistence, desire for change and nove
flexibility (e.g., dogmatism and auth
sitions, too, are generally measured b

*Examples:*

"For most questions there is only
person is able to get all the facts."

"The old saying, 'Variety is the spi
far as you are concerned."

### COMMUNICATION SKILLS

Communication skills involve su

new equations as you can from the two
,

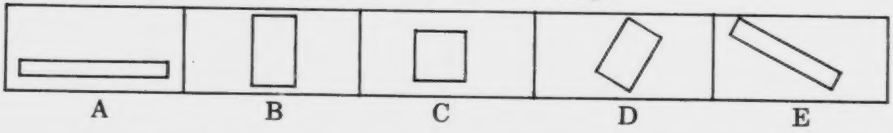
) = 6C $D - 48 = A$

mple answers: $2A = 6C - D$
$A = 6C - 2A - 48$

L TESTS
content deals with items containing pictures s, in which the cognitive skills involved are ptual characteristics of the figures and not on quired significances.

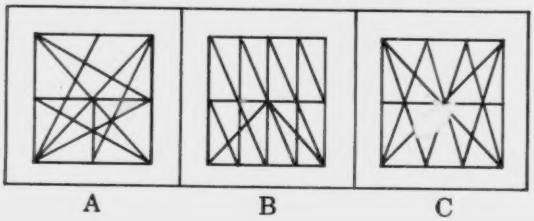
*Examples:*

"Mark the figure that does not belong."



Answer: C

"Which figure contains the hidden 'W'?"



Answer: C

## *ROWS OF THE CLASSIFICATION SCHEME*

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*TEGIES*
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*TEGIES*
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"I translate all problems into set-logic to solve them correctly."

### *COGNITIVE STYLES*

Closely related to cognitive strategies are cognitive styles. While cognitive styles are also general approaches to problem-solving, there are two important differences between strategies and styles: (1) a single individual may use various strategies in various situations, but his style remains constant across all situations, and (2) while strategies are largely, if not completely, cognitive, styles have large affective components. Included in the category of cognitive styles are such dispositions as tolerance for ambiguity, persistence, desire for change and novelty, curiosity, and rigidity-flexibility (e.g., dogmatism and authoritarianism). These dispositions, too, are generally measured by questionnaire.

*Examples:*

"For most questions there is only one right answer once a person is able to get all the facts."

"The old saying, 'Variety is the spice of life' is very true so far as you are concerned."

### *COMMUNICATION SKILLS*

Communication skills involve such processes as writing reports, describing, explaining, defining, abstracting, and summarizing.

*Examples:*

Situation test in which one individual describes an object (without naming it), so that another individual (who cannot see the object) may guess what the object is, and/or draw a picture of it.

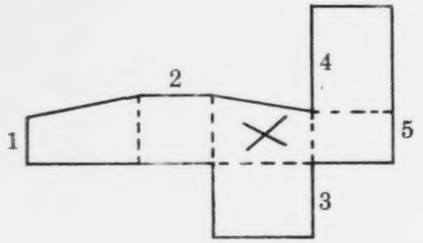
"Write an explanation of the concept 'prime number' so a third grade student would understand." (scored on word level, clarity of ideas, and presentation)

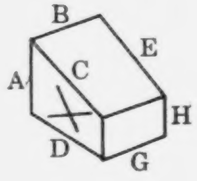
## *TRANSLATION AND INTERPRETATION OF IDEAS*

This skill focuses on the ability to understand what is not obvious. It involves tasks calling for mental reinterpretation, transformation, or seeing things in a new or different light. The idea, before and after translation or interpretation, is essentially the same idea. The changed idea retains its original identity. This is in contrast to the skill of Problem Redefinition in which the idea acquires a new identity.

*Examples:*

"In the drawings below, which letter corresponds with each number?'"





Answers: 1 = H
2 = B
3 = G
4 = C
5 = H

"What does 'A stitch in time saves nine' mean?"

## *COMPARING*

Comparing is the ability to i
ences between two or more objects
here that solving analogies is not
but is included in the category D
involved in Comparing are more
mediated than reasoning skills.

*Examples:*

"How are an apple and an oran

"Decide whether the following

1. 852614 852164
2. Ackermann Ackermann

## *SEQUENCING*

Sequencing skills are define
words, numbers, or things along s
size, complexity, or time. Comple
ranging outlines or drawing flow-c

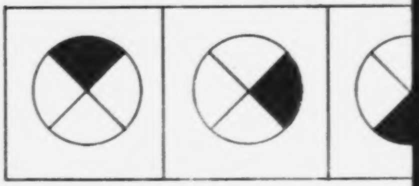
*Examples:*

"Unscramble the sentence and

'the g letter write'."

"Which number comes next:

"Which figure comes next?"



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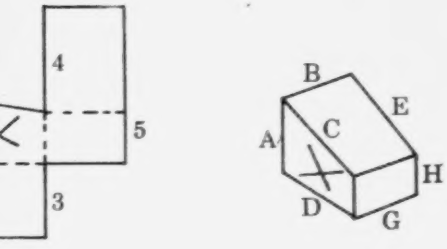


Answers: 1 = H
2 = B
3 = G
4 = C
5 = H

n in time saves nine' mean?"

### *COMPARING*

Comparing is the ability to identify similarities and differences between two or more objects or concepts. It should be noted here that solving analogies is not classified as a comparing skill, but is included in the category Deductive Reasoning. The skills involved in Comparing are more immediate and less mentally mediated than reasoning skills.

*Examples:*

"How are an apple and an orange alike?"

"Decide whether the following are the same or different."

| | | | |
|---|---|---|---|
| 1. 852614 | 852164 | Answers: | 1—different |
| 2. Ackermann | Ackermann | | 2—same |

### *SEQUENCING*

Sequencing skills are defined as abilities to arrange ideas, words, numbers, or things along some continuum such as height, size, complexity, or time. Complex sequencing tasks include arranging outlines or drawing flow-charts.

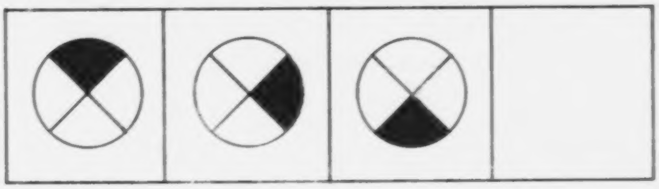
*Examples:*

"Unscramble the sentence and then do what it says:

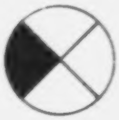
'the g letter write'." g Answer: g

"Which number comes next: 6 4 7 5 8 ____."
Answer: 6

"Which figure comes next?"



Answer:



## *CLASSIFYING*

Classifying involves the systematic development of an organizational scheme for grouping items. In a classification problem, objects to be classified are given. The examinee must demonstrate the simultaneous recognition of similarities and differences and arrange items accordingly.

*Examples:*

"Given a target word, form three distinct classes from 9 words so that the attribute of each class formed is also an attribute of the target word.
Target word: COAL. Words to be classified: tar, silver, raven, log, ink, copper, gasoline, iron, kerosene."

Answers: classes are (silver, copper, iron) (log, gasoline, kerosene) (raven, tar, ink)

"Make many groups of three letters, each group having letters with common visual characteristics. Do not make words and do not group consonants only.

| | |
|---|---|
| Given letters: | E Z X H L T A |
| Possible Answers: | EHA (middle horizontal line)<br>ELZ (bottom horizontal line)<br>ZXA (right-left diagonal line) |

## *CATEGORIZING*

The inverse of classifying is categorizing. This is the skill involved in assigning things to classes already specified.

*Examples:*

"Which word belongs with this group of words: Carrot, Potato, Radish?"

A. Lettuce B. Yam C. Corn

Answer: Yam

"Assign each given number to one of the lettered classes."

| | Class A | Class B | Class C |
|---|---|---|---|
| 1. 10 | | | |
| 2. 13 | | | |
| 3. 44 | 22 | 35 | 23 |
| | 77 | 15 | 38 |
| | 33 | 80 | 93 |

Answers: 1–B; 2–C; 3–A

## *INVENTING-IDEATING*

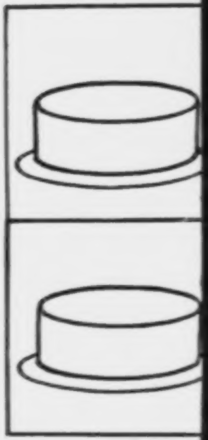
The category Inventing-I
flexibility, originality, and flue
erate schemes, solutions, desig
most instances, the tests in thi
one answer is possible and,
requested.

*Examples:*

"Think of as many differen
refrigerator."

"Write as many equations
these numbers (2, 3, 4, 5, 6

"Decorate each of the four
ent way."



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| Class A | Class B | Class C |
|---|---|---|
| 22 | 35 | 23 |
| 77 | 15 | 38 |
| 33 | 80 | 93 |

Answers: 1–B; 2–C; 3–A

## *INVENTING-IDEATING*

The category Inventing-Ideating includes tests of creativity, flexibility, originality, and fluency. It involves the ability to generate schemes, solutions, designs, plans, thoughts and devices. In most instances, the tests in this category are such that more than one answer is possible and, usually, more than one answer is requested.

*Examples:*

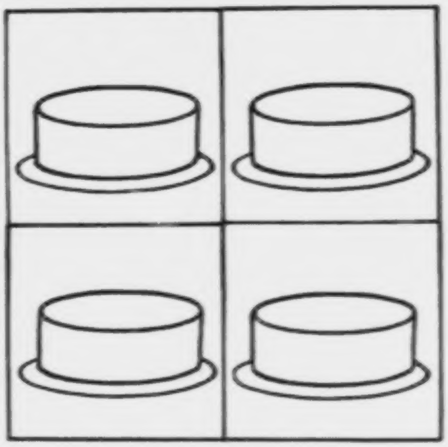
"Think of as many different ways as you can to improve a refrigerator."

"Write as many equations as you can that contain *only* these numbers (2, 3, 4, 5, 6) and these operations (+, ×)."

Possible Answers: $2 \times 3 = 6$

$2 + 3 = 5$

"Decorate each of the four cakes pictured below in a different way."



### PLANNING

Tests for this category assess the ability to formulate and criticize plans for reaching goals or solving problems and the ability to foresee events and occurrences. One example of verbal planning is the industrial "in-basket" test. In the figural-spatial domain, a representative item is the "air maneuvers" problem, in which the examinee must indicate the most efficient way for a skywriting airplane to form given combinations of letters.

*Examples:*

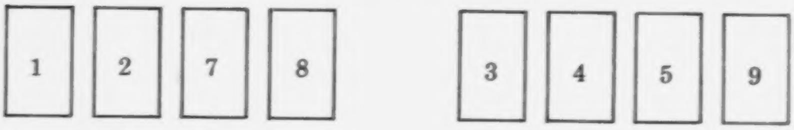
> "Your club is planning a charity carnival next month to benefit a hospital. You are in charge of publicity. List all the things you will have to do."
>
> Possible Answers: Print handouts
> Call radio stations
>
> "Given the words ENTER, LOOP, OPEN, and POLO, write a succession of overlapping words containing the fewest letters possible."
>
> Answer: POLOOPENTER

### PROBLEM-REDEFINITION

Problem-redefinition is the ability to recast a problem into a different light in order to solve it. Redefinition involves insight, a fresh look, the "Aha!" experience as applied to a total problem situation. The given problem becomes a new problem.

*Examples:*

> "Eight cans of milk are numbered as shown in the diagram. They are divided into two groups. Show by an arrow what change you would make in the position of ONE can so that the totals of the numbers for both groups will be the same."



> Answer: Turn the "9" can upside down.
>
> "Change the signs to make the equation true:
>
> $(2 + 3) + 1 = 4 \times 2$."
>
> Answer: $(2 \times 3) \times 1 = 4 + 2$

### TRANSFER OF APPROACH TO N

This skill focuses on the ability t
in one situation to a new and different
called developing learning sets or "lea

*Example:*

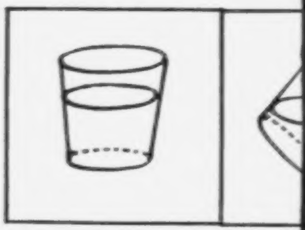
> "In chemistry, one of the methods f
> of some substance is by successive c
> stance is first put into solution, the
> removes some impurities. The proc
> times; each crystallization remove
> until only the pure substance is l
> method in the general sense of r
> repeating a process, in what othe
> method be used?"
>
> Possible Answers: screening
> getting dif

### CREATING HYPOTHESES

The skill of creating hypotheses i
predict consequences in a formal and
gory differs from the previous category
ment as opposed to application of a p
category in that inferring from data i
may be explanatory rather than predic

*Examples:*

> "What would happen if you held a
> dle's flame?"
>
> "Draw a picture of what this glass o
> if it were tilted sideways."



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Possible Answers: Print handouts
Call radio stations

s ENTER, LOOP, OPEN, and POLO, write
verlapping words containing the fewest let-

Answer: POLOOPENTER

*FINITION*

nition is the ability to recast a problem into a
der to solve it. Redefinition involves insight,
ha!" experience as applied to a total problem
problem becomes a new problem.

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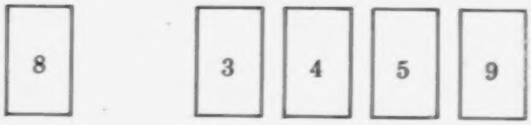


Answer: Turn the "9" can upside down.

ns to make the equation true:

1 = 4 × 2."

Answer: (2 × 3) × 1 = 4 + 2

## *TRANSFER OF APPROACH TO NEW PROBLEMS*

This skill focuses on the ability to apply a principle learned in one situation to a new and different situation. It has also been called developing learning sets or "learning how to learn."

*Example:*

"In chemistry, one of the methods for getting a pure sample of some substance is by successive crystallizations. The substance is first put into solution, then crystallized out. This removes some impurities. The process is repeated several times; each crystallization removes additional impurities until only the pure substance is left. If we think of this method in the general sense of refining or purifying by repeating a process, in what other instances might this method be used?"

Possible Answers: screening of job applicants.
getting different grades of gravel.

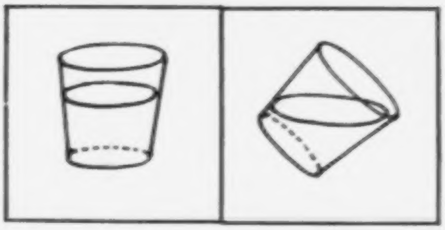
## *CREATING HYPOTHESES*

The skill of creating hypotheses is defined as the ability to predict consequences in a formal and definite manner. This category differs from the previous category in that it involves development as opposed to application of a principle, and from the next category in that inferring from data is an informal process and may be explanatory rather than predictive and formal.

*Examples:*

"What would happen if you held a balloon against a candle's flame?"

"Draw a picture of what this glass of water would look like if it were tilted sideways."

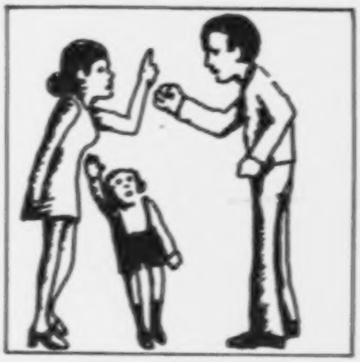


### *INFERRING FROM DATA*

As stated above, inferring from data is an informal process of explanation and/or prediction specific to a given situation and is viewed as a relatively loose, creative process, in which several different explanations for a specified situation may be generated. Implicit in this concept is the idea that the individual is aware of uncertainty and recognizes that more evidence is needed before anything can be said with certainty. The ability to infer from data is the ability to be aware of and/or generate alternatives and possibilities.

*Examples:*

> "Liquid X is known to be like liquid Y in the following ways: (a) both have the same color, (b) both have the same odor. Liquid X is known to be a poison. 1. Can we be reasonably sure that liquid Y is also poison? 2. Can we be absolutely sure of this conclusion?"
>
> Answers: 1.—Yes 2.—No
>
> "Think of as many different explanations as you can for what is happening in this picture."

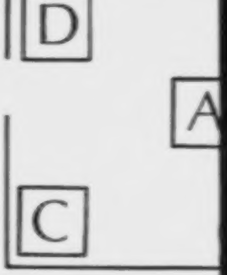


### *DEDUCTIVE REASONING*

Deductive reasoning is defined here in the broad sense as being the process of *drawing conclusions* from something known or assumed or arriving at solutions given relevant premises. It is the ability to recognize the limitations of what is known and the ability to use what is known in order to reach a definite conclusion. Verbally-stated ma
progressive matrices are

*Examples:*

> "Jack types faster t
> slowly than Tom. Th
> fastest, (b) Maude ty
>
> "Mark which circle in
>
> "Locate, on the dia
> italics: As you enter
> you are met by a lar
> the statue points dov
> *desk* from which you c
> door you entered. Dia
> is a *display* of all the a



### *EVALUATING ACCOR*

Evaluating according
make judgments in any s
are specified. The specifie

### *OM DATA*

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Answers: 1.–Yes 2.–No

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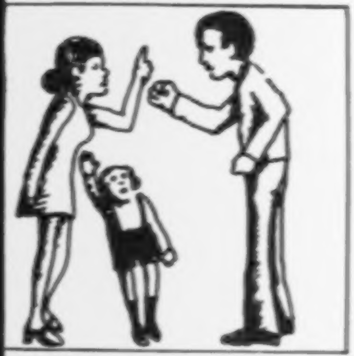


### *ASONING*

soning is defined here in the broad sense as f *drawing conclusions* from something known ing at solutions given relevant premises. It is nize the limitations of what is known and the is known in order to reach a definite conclusion. Verbally-stated math problems, analogies, syllogisms, and progressive matrices are included in this category.

*Examples:*

"Jack types faster than Maude and Maude types more slowly than Tom. Therefore of the three: (a) Tom types fastest, (b) Maude types slowest, or (c) Jack types fastest."

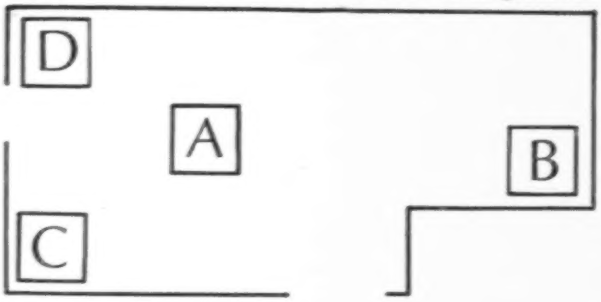
Answer: b

"Mark which circle in the bottom row should be darkened."

O ● O – – O O
– O – O ● O –
O – O ● O – O
O O – – O ● O
– O O O – O O

Answer: second oval

"Locate, on the diagram, the landmarks which are in italics: As you enter the professor's library from the hall, you are met by a large *statue* of Caesar. The left hand of the statue points down and backward to the professor's *desk* from which you can see the *map collection* behind the door you entered. Diagonally across the room from the desk is a *display* of all the awards and honors of this great man."



### *EVALUATING ACCORDING TO LOGICAL CRITERIA*

Evaluating according to logical criteria involves the ability to make judgments in any situation where the criteria for judging are specified. The specified criteria may be rather loose and informal or very precise and formal.

*Examples:*

"Decide whether each sentence is sensible or foolish:

a. Johnny, who is six, went with his mother to Europe ten years ago.

b. After he played tennis and took a shower, he dressed and joined the family for lunch."

Answers: a = Foolish
b = Sensible

"Choose the pair of numbers that makes the best class. In order from best to worst, the classes are:

(1) perfect squares, (2) multiples of some number, (3) odd numbers or even numbers, and (4) those with no class property."

1. a. 3, 6
b. 6, 4
c. 4, 9 Answer: C

"For each item pattern, determine the type of balance the pattern best represents. Type A: One certain line through the center divides the pattern into two halves containing the same elements in the same corresponding position. Type B: Some but not all lines through the center divide the pattern into two halves containing the same elements but not in the same position. Type C: Every line through the center divides the pattern into two halves containing the same elements, not necessarily in the same position."

### *SPECIFYING JUDGMENTAL CRITERIA*

Specifying judgmental criteria is the process of identifying and stating the criteria which have been used for making an evaluation.

*Example:*

"Smith: 'I hear that you and some other crackpots are trying to get Greenville to chlorinate its water supply. You seem to think that this will do some good. There can be no doubt that either we should chlorinate or we shouldn't. Only a fool would be in favor o
we ought not do it.' Pick the
thinking is faulty: (a) Smith i
there are only two alternatives,
in two ways, (c) Smith is using
doesn't help to make his argum

### *SENSITIVITY TO MISSING, I*
### *MISLEADING INFORMATION*

Sensitivity to missing, irrelev
involves not only the recognition th
vant or misleading, but also the sp
is that is missing, irrelevant, or mis

*Examples:*

"The world's record for the 10
How many feet per second is t
know before you can solve this
Answe

"Complete each word by writin
*u*, or *y* in each of the blank spa
1. h ___ ___ l Po
2. m ___ t ___ l ___ t ___

### *DISCRIMINATING STATEME*
### *FROM FACT*

Discriminating statements of v
category that covers several discrim
fact vs. value, fact vs. opinion, fact
possible fact.

*Examples:*

"Specify whether the statement
(P), or a name (N):

a. Cherry trees bloom in t

b. The Vikings were the
Atlantic.

c. These dogs are Boston

and formal.

r each sentence is sensible or foolish:
who is six, went with his mother to Europe
rs ago.

e played tennis and took a shower, he
and joined the family for lunch."

Answers: a = Foolish
b = Sensible

r of numbers that makes the best class.
est to worst, the classes are:
squares, (2) multiples of some number,
mbers or even numbers, and (4) those with
operty."

1. a. 3, 6
   b. 6, 4
   c. 4, 9 Answer: C

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resents. Type A: One certain line through
les the pattern into two halves containing
ts in the same corresponding position. Type
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alves containing the same elements but not
ition. Type C: Every line through the cen-
attern into two halves containing the same
ecessarily in the same position."

### DGMENTAL CRITERIA

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teria which have been used for making an

that you and some other crackpots are try-
nville to chlorinate its water supply. You
at this will do some good. There can be no
er we should chlorinate or we shouldn't.

Only a fool would be in favor of chlorinating the water, so we ought not do it.' Pick the one best reason why this thinking is faulty: (a) Smith is mistakenly assuming that there are only two alternatives, (b) Smith is using a word in two ways, (c) Smith is using emotional language which doesn't help to make his argument reasonable."

Answer: C

### *SENSITIVITY TO MISSING, IRRELEVANT, OR MISLEADING INFORMATION*

Sensitivity to missing, irrelevant, or misleading information involves not only the recognition that something is missing, irrelevant or misleading, but also the specification of precisely what it is that is missing, irrelevant, or misleading.

*Examples:*

"The world's record for the 100-yard dash is 9.3 seconds. How many feet per second is that? What do you need to know before you can solve this problem?"

Answer: number of feet in a yard.

"Complete each word by writing one of the letters *a*, *e*, *i*, *o*, *u*, or *y* in each of the blank spaces."

1. h __ __ l
2. m __ t __ l __ t __

Possible Answers: 1–ea or ee
2–u i a e

### *DISCRIMINATING STATEMENTS OF VALUE FROM FACT*

Discriminating statements of value from fact is a rather broad category that covers several discriminations: thought vs. emotion, fact vs. value, fact vs. opinion, fact vs. interpretation, and fact vs. possible fact.

*Examples:*

"Specify whether the statement is a fact (F), a possibility (P), or a name (N):

a. Cherry trees bloom in the spring.

b. The Vikings were the first people to cross the Atlantic.

c. These dogs are Boston Bulls."

Answers: a–F; b–P; c–N

"Which one of the following is a statement of motive?

a. Japan invaded China in 1932 to gain more territory.

b. China proved very difficult to penetrate after the invasion."

Answer: a

## CREATING SITUATIONS TO PROVIDE DATA FOR EVALUATION

Creating situations to provide data for evaluation is the process of setting up experiments or testing situations. It involves knowing where and how to look for the information that is needed.

*Examples:*

"Give two ways of demonstrating that the inside of a large gas flame is not as hot as the outside parts."

"Mark 'Yes' if the answer to the question would make the lettered statement meaningful. Mark 'No' if the answer is not significant for making the lettered statement especially meaningful.

A. Without education the chances for a profitable job and a satisfying life are meager.

1. Are American students being spoonfed?
2. What part does ability to learn and adaptability to new situations play in job opportunities?"

Answers: 1–No; 2–Yes

## BUILDING THEORIES OR MODELS

This skill is similar to Creating Hypotheses but is more general and more complex. While a hypothesis explains/predicts a certain event, a theory or model often acts to explain/predict and connect a whole series or collection of events. Although theory-building is usually thought of as a process peculiar to the realm of science, the following example indicates that the process can be applied outside of science:

*Example:*

"Provide the middle part of the story, accounting logically for as many aspects of the situation as you can:

'Harris was not a hard man, at least in his own

opinion. He spent his mon
more than require his dau
the matter of the car....

Harris heard her rapid
slam of the door, and the c
from the window as the dus
turned slowly toward the k
enough to light the lamp.'

## VALUING (INTERNALIZIN

Valuing is the ability to bec
to, actions following decisions a
affective component and may, lik
as a point of intersection or inte
affective domains.

*Examples:*

"The child does not quit th
difficulty."

"I can't argue a point of
involved' and believing in it."

"What I'm doing is really imp

### *The Tests of Higher-Order Cogni*

The parenthesized numerica
number of measurement instru
assigned to each category. From
not only in which categories ther
but also in which categories few
The remainder of this section lis
TURE summary evaluations. Te
having secondary involvement in
ated in the secondary category. I
so that the reader can examine
(primary) category. In a comple
with secondary involvements h
ments. These notations indicate
listed (but not evaluated).

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led China in 1932 to gain more territory.
ed very difficult to penetrate after the

Answer: a

### *IONS TO PROVIDE DATA*

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to look for the information that is needed.

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Answers: 1–No; 2–Yes

### *S OR MODELS*

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or collection of events. Although theory-
ght of as a process peculiar to the realm
example indicates that the process can
ience:

part of the story, accounting logically
of the situation as you can:

t a hard man, at least in his own

opinion. He spent his money wisely and did nothing more than require his daughter to do the same. Take the matter of the car....

Harris heard her rapid steps across the porch, the slam of the door, and the crunch of gears. He watched from the window as the dust blew across the road, then turned slowly toward the kitchen. It was almost dark enough to light the lamp.’ ”

### *VALUING (INTERNALIZING DECISIONS AND PLANS)*

Valuing is the ability to become engrossed in, and committed to, actions following decisions and plans. This skill has a large affective component and may, like Cognitive Styles, be considered as a point of intersection or integration of the cognitive and the affective domains.

*Examples:*

> “The child does not quit the task as soon as he meets a difficulty.”
>
> “I can’t argue a point of view without really ‘getting involved’ and believing in it.”
>
> “What I’m doing is really important.”

### *The Tests of Higher-Order Cognitive Skills*

The parenthesized numerical entries in Figure 8 indicate the number of measurement instruments identified, procured, and assigned to each category. From these values, the reader can see not only in which categories there is a good supply of instruments, but also in which categories few or no instruments are available. The remainder of this section lists all the tests and their VENTURE summary evaluations. Tests assigned to one category, but having secondary involvement in another, are listed but not evaluated in the secondary category. Instead, they are cross-referenced so that the reader can examine the evaluation in the referenced (primary) category. In a complementary manner, all instruments with secondary involvements have notations of those involvements. These notations indicate where the test is secondarily listed (but not evaluated).

## 1 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| V1 Verbal Mnemonic Strategies | | | | | |
| S1 Symbolic Mnemonic Strategies | | | | | |
| F1 Figural-Spatial Mnemonic Strategies | | | | | |
| V2 Verbal Cognitive Strategies | | | | | |
| *CALIFORNIA STUDY METHODS SURVEY*<br>*Mechanics of Study* | | GR 7-13 | CTB | 9 | 12 |
| *THE CLASSROOM OBSERVATIONAL RECORD* | | est. GR 1-6 | ECA | 0 | 10 |
| *COLLEGE ADJUSTMENT AND STUDY SKILLS INVENTORY*<br>*Reading and Class Participation* | | College | PGP | 2 | 12 |
| *COLLEGE ADJUSTMENT AND STUDY SKILLS INVENTORY*<br>*Taking Examinations* | | College | PGP | 2 | 12 |
| *COLLEGE ADJUSTMENT AND STUDY SKILLS INVENTORY*<br>*Taking Notes* | | College | PGP | 2 | 12 |
| *COLLEGE ADJUSTMENT AND STUDY SKILLS INVENTORY*<br>*Time Distribution* | | College | PGP | 2 | 12 |
| *COLLEGE ADJUSTMENT AND STUDY SKILLS INVENTORY*<br>*Total* | | College | PGP | 5 | 12 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Study Skills and Practices* | | College | CPP | 6 | 12 |
| *CONCEPTUAL STYLE TEST* | V6 V8<br>F5 V10 | GR 1-6 | JK | 8 | 10 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Activity Structure* | | College | PEI | 6 | 12 |

## TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| s | | | | | | | | | | | |
| ies | | | | | | | | | | | |
| Strategies | | | | | | | | | | | |
| es | | | | | | | | | | | |
| *URVEY* | | GR 7-13 | CTB | 9 | 12 | 5 | 6 | 8 | 0 | | FGFFGP |
| *L RECORD* | | est. GR 1-6 | ECA | 0 | 10 | 0 | 0 | 2 | 0 | | PFPPPP |
| *DY SKILLS INVENTORY*<br>*rticipation* | | College | PGP | 2 | 12 | 4 | 5 | 7 | 0 | | PGPFGP |
| *DY SKILLS INVENTORY* | | College | PGP | 2 | 12 | 4 | 5 | 7 | 0 | | PGPFGP |
| *DY SKILLS INVENTORY* | | College | PGP | 2 | 12 | 4 | 5 | 7 | 0 | | PGPFGP |
| *DY SKILLS INVENTORY* | | College | PGP | 2 | 12 | 4 | 5 | 7 | 0 | | PGPFGP |
| *DY SKILLS INVENTORY* | | College | PGP | 5 | 12 | 4 | 5 | 7 | 0 | | PGPFGP |
| *EMIC ADJUSTMENT*<br>*ctices* | | College | CPP | 6 | 12 | 5 | 5 | 7 | 0 | | PGFFGP |
| | V6 V8<br>F5 V10 | GR 1-6 | JK | 8 | 10 | 2 | 0 | 2 | 0 | | FFPPPP |
| *SKILLS INVENTORY, COLLEGE FORM* | | College | PEI | 6 | 12 | 3 | 3 | 7 | 0 | | PGPPGP |

HIGHER-ORDER COGNITIVE SUMMARY T

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** | **Examinee Appropriateness** | **Normed Excellence** | **Teaching** |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0- |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Examination Mastery* | | College | PEI | 6 | 12 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Lecture Mastery* | | College | PEI | 6 | 12 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Textbook Mastery* | | College | PEI | 6 | 12 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Total* | | College | PEI | 8 | 12 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Activity Structure* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Examination Mastery* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Lecture Mastery* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Scholarly Skills* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Textbook Mastery* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Total* | | Jr. & Sr. High School | PEI | 9 | 10 | 6 | 3 |
| *CREE QUESTIONNAIRE* | V10 | Adult | IRC | | | | |
| *EDWARDS PERSONALITY INVENTORY*<br>*Logical* | | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Plans and Organizes Things* | | 18 yrs. & up | SRA | 8 | 11 | 2 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Plans Work Efficiently* | | 18 yrs. & up | SRA | 6 | 11 | 3 | 4 |

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| TUDY SKILLS INVENTORY, COLLEGE FORM<br>ry | | College | PEI | 6 | 12 | 3 | 3 | 7 | 0 | | PGPPGP |
| TUDY SKILLS INVENTORY, COLLEGE FORM | | College | PEI | 6 | 12 | 3 | 3 | 7 | 0 | | PGPPGP |
| TUDY SKILLS INVENTORY, COLLEGE FORM | | College | PEI | 6 | 12 | 3 | 3 | 7 | 0 | | PGPPGP |
| TUDY SKILLS INVENTORY, COLLEGE FORM | | College | PEI | 8 | 12 | 3 | 3 | 6 | 0 | | FGPPFP |
| TUDY SKILLS INVENTORY, SECONDARY FORM | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| TUDY SKILLS INVENTORY, SECONDARY FORM<br>ry | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| TUDY SKILLS INVENTORY, SECONDARY FORM | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| TUDY SKILLS INVENTORY, SECONDARY FORM | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| TUDY SKILLS INVENTORY, SECONDARY FORM | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| TUDY SKILLS INVENTORY, SECONDARY FORM | | Jr. & Sr. High School | PEI | 9 | 10 | 6 | 3 | 6 | 0 | | FFFPFP |
| | V10 | Adult | IRC | | | | | | | | |
| VENTORY | | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| VENTORY<br>es Things | | 18 yrs. & up | SRA | 8 | 11 | 2 | 4 | 8 | 3 | | FGPPGF |
| VENTORY<br>ently | | 18 yrs. & up | SRA | 6 | 11 | 3 | 4 | 8 | 0 | | PGPPGP |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Reconciliation* | | Adult | OSU | 2 |
| *MANAGEMENT APTITUDE INVENTORY*<br>*I (Intelligent Job Performance)* | | Adult | PBR | 8 |
| *MAP DRAWING AND MAP READING EXERCISE*<br>*Problems 1-25* | | 7-15 yrs. | DHF | 9 |
| *NLSMA SCALES: VOL 1, PART A (p. 49), FORM 105*<br>*Pick Two Pictures*<br>*Fall Year 1 Test Battery, Grade 4* | V18 | GR 4 | SMSG | 6 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Executes Plan* | V23 | GR 5 | MKM | 11 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Self Evaluation* | V12<br>V18 | GR 5 | MKM | 11 |
| *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*PA (Problem Analysis Ability)* | | College | ETS | 8 |
| *SELF INSIGHT TEST, FORM A*<br>*Competence* | | 16 yrs. & up | BNM | 5 |
| *TRAIT EVALUATION INDEX*<br>*Perception* | | College | MMB | 11 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Conflict/Collaboration-Intergroup Exercise* | | 18 yrs. & up | ML | 4 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*One Way vs. Two-Way Communication* | | 18 yrs. & up | ML | 4 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Telephone Book Exercise* | | 18 yrs. & up | ML | 4 |
| *VALUE ORIENTATION SCALE*<br>*Internal or Introceptive* | | 18 yrs. & up | REM | 6 |
| *WHISLER STRATEGY TEST* | | Adult | PA | 7 |

COGNITIVE SUMMARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ESCRIPTION QUESTIONNAIRE*<br>*on* | | Adult | OSU | 2 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| *DE INVENTORY*<br>*nt Job Performance)* | | Adult | PBR | 8 | 12 | 4 | 5 | 8 | 0 | | FGPFGP |
| *AP READING EXERCISE*<br>*5* | | 7-15 yrs. | DHF | 9 | 9 | 5 | 2 | 3 | 0 | | FFFPPP |
| *L 1, PART A (p. 49), FORM 105*<br>*tures*<br>*Test Battery, Grade 4* | V18 | GR 4 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *F MATHEMATICS INQUIRY*<br>*n* | V23 | GR 5 | MKM | 11 | 11 | 0 | 2 | 4 | 3 | | FGPPFF |
| *F MATHEMATICS INQUIRY*<br>*on* | V12<br>V18 | GR 5 | MKM | 11 | 11 | 0 | 2 | 4 | 3 | | FGPPFF |
| *GRADUATE STUDENTS IN BUSINESS*<br>*nalysis Ability)* | | College | ETS | 8 | 13 | 1 | 3 | 3 | 0 | | FGPPPP |
| *, FORM A* | | 16 yrs.<br>& up | BNM | 5 | 10 | 2 | 1 | 7 | 0 | | PFPPGP |
| *INDEX* | | College | MMB | 11 | 12 | 6 | 2 | 6 | 0 | | FGFPFP |
| *BORATORY EXERCISES*<br>*laboration-Intergroup Exercise* | | 18 yrs.<br>& up | ML | 4 | 10 | 0 | 0 | 1 | 0 | | PFPPPP |
| *BORATORY EXERCISES*<br>*Two-Way Communication* | | 18 yrs.<br>& up | ML | 4 | 9 | 0 | 0 | 4 | 0 | | PFPPFP |
| *BORATORY EXERCISES*<br>*ok Exercise* | | 18 yrs.<br>& up | ML | 4 | 7 | 0 | 0 | 4 | 0 | | PFPPFP |
| *SCALE*<br>*Introceptive* | | 18 yrs.<br>& up | REM | 6 | 7 | 3 | 0 | 5 | 0 | | PFPPFP |
| *TEST* | | Adult | PA | 7 | 9 | 3 | 4 | 6 | 0 | | PFPPFP |

HIGHER-ORDER COGNITIVE SUMMARY TES

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| S2 Symbolic Cognitive Strategies | | | | | | | |
| *THE YOU TEST, FORM A*<br>*Can You Solve the Code?* | | GR 5-7 | WHM | 4 | 8 | 0 | 2 |
| F2 Figural-Spatial Cognitive Strategies | | | | | | | |
| *PORTEUS MAZE TESTS, VINELAND FORM* | | 4-15 yrs. | PC | 11 | 12 | 3 | 2 |
| V3 Verbal Cognitive Styles | | | | | | | |
| *ADJECTIVE CHECKLIST*<br>*Cha (Change)* | | College & Adult | CPP | 7 | 12 | 4 | 2 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*R (Rigid-Flexible)* | | College & Adult | MMB | 1 | 12 | 6 | 3 |
| *ATTITUDE INVENTORY*<br>*D (Dogmatism)* | | College | ACER | 6 | 13 | 0 | 3 |
| *CALIFORNIA F (FASCISM) SCALE, FORM 40/45* | | College & Adult | TA | 7 | 10 | 0 | 2 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULE, FORM DS*<br>*Interesting Experiences* | | 18 yrs. & up | WPS | 4 | 12 | 3 | 4 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULE, FORM DS*<br>*Power* | | 18 yrs. & up | WPS | 4 | 10 | 3 | 4 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Flexibility* | | 12 yrs. & up | CPP | 6 | 9 | 2 | 6 |
| *CREE QUESTIONNAIRE* | V10 | Adult | IRC | | | | |
| *DOGMATISM SCALE, FORM E* | | 18 yrs. & up | MR | 11 | 13 | 1 | 1 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| s | | | | | | | | | | | |
| | | GR 5-7 | WHM | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| rategies | | | | | | | | | | | |
| *FORM* | | 4-15 yrs. | PC | 11 | 12 | 3 | 2 | 3 | 4 | | FGPPPG |
| | | | | | | | | | | | |
| | | College & Adult | CPP | 7 | 12 | 4 | 2 | 7 | 0 | | PGPPGP |
| *ORY* | | College & Adult | MMB | 1 | 12 | 6 | 3 | 8 | 0 | | PGFPGP |
| | | College | ACER | 6 | 13 | 0 | 3 | 7 | 0 | | PGPPGP |
| *FORM 40/45* | | College & Adult | TA | 7 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *LUATION SCHEDULE, FORM DS* | | 18 yrs. & up | WPS | 4 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *LUATION SCHEDULE, FORM DS* | | 18 yrs. & up | WPS | 4 | 10 | 3 | 4 | 7 | 0 | | PFPPGP |
| *NTORY* | | 12 yrs. & up | CPP | 6 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| | V10 | Adult | IRC | | | | | | | | |
| | | 18 yrs. & up | MR | 11 | 13 | 1 | 1 | 6 | 0 | | FGPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-1 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Change* | | College & Adult | PC | 6 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Cognitive Styles* | | 18 yrs. & up | SRA | 8 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Likes A Set Routine* | | 18 yrs. & up | SRA | 6 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Persistent (Booklet 1A)* | | 18 yrs. & up | SRA | 8 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Seeks New Experiences* | | 18 yrs. & up | SRA | 9 |
| *FF (FLEXIBILITY) OPINION SURVEY* | | High School & Adult | SPS | 6 |
| *FL (FLUENCY) OPINION SURVEY* | | est. High School & up | SPS | 4 |
| *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Compulsive-Obsessive-Rigid Behavior* | | 15 yrs. & up | WPS | 2 |
| *HOW WELL DO YOU KNOW YOURSELF, FORM NE-21*<br>*Novelty-Loving* | | GR 9 & up | EAC | 11 |
| *INTERPERSONAL ORIENTATION SCALE*<br>*Postponing* | | est. Adult | JDA | 3 |
| *INVENTORY OF CHILDREN'S INTERESTS* | 3A1 | est. GR 6 | SPS | 6 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Tolerance of Uncertainty* | | Adult | OSU | 4 |
| *LEADERSHIP Q-SORT TEST*<br>*Decision-Making* | | est. 16-Adult | PA | 5 |
| *LPC (LEAST PREFERRED COWORKER SCALE)* | | Adult | FEF | 9 |

OGNITIVE SUMMARY TEST EVALUAT

UATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *EFERENCE SCHEDULE* | | College & Adult | PC | 6 | 11 | 6 | 5 | 7 | 0 | | PGFFGP |
| *INVENTORY*<br>*s* | | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| *INVENTORY*<br>*tine* | | 18 yrs. & up | SRA | 6 | 11 | 3 | 4 | 8 | 0 | | PGPPGP |
| *INVENTORY*<br>*oklet 1A)* | | 18 yrs. & up | SRA | 8 | 11 | 2 | 4 | 8 | 3 | | FGPPGF |
| *INVENTORY*<br>*riences* | | 18 yrs. & up | SRA | 9 | 11 | 2 | 4 | 8 | 3 | | FGPPGF |
| *ION SURVEY* | | High School & Adult | SPS | 6 | 13 | 0 | 1 | 6 | 0 | | PGPPFP |
| *SURVEY* | | est. High School & up | SPS | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *NSELING EVALUATION TEST*<br>*ssive-Rigid Behavior* | | 15 yrs. & up | WPS | 2 | 10 | 0 | 2 | 7 | 0 | * | PFPPGP |
| *YOURSELF, FORM NE-21* | | GR 9 & up | EAC | 11 | 11 | 4 | 2 | 7 | 0 | | FGPPGP |
| *TATION SCALE* | | est. Adult | JDA | 3 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *EN'S INTERESTS* | 3A1 | est. GR 6 | SPS | 6 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *CRIPTION QUESTIONNAIRE*<br>*ncertainty* | | Adult | OSU | 4 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| *EST* | | est. 16-Adult | PA | 5 | 7 | 2 | 2 | 4 | 0 | | PFPPFP |
| *COWORKER SCALE)* | | Adult | FEF | 9 | 12 | 1 | 3 | 8 | 0 | | FGPPGP |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *MANAGEMENT APTITUDE INVENTORY*<br>*L (Leadership Qualities)* | | Adult | PBR | 6 | 12 | 4 |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Management Style Diagnosis Test* | GW1 | Adult | OTL | | | |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Managerial Environment Inventory* | GW1 | Adult | OTL | | | |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Managerial Relationships Inventory* | GW1 | Adult | OTL | | | |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Managerial Task Inventory* | | Adult | OTL | 6 | 12 | 0 |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Team Style Diagnosis Test* | GW1 | Adult | OTL | | | |
| *MEASURES OF CURIOSITY*<br>*Incongruity Game* | | GR 1-3 | CSSOS | 7 | 10 | 1 |
| *MEASURES OF CURIOSITY*<br>*Student Behavior Profile* | | GR 1-3 | CSSOS | 7 | 11 | 1 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*Co (Complexity)* | | College | PC | 7 | 13 | 5 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*IDC (Intellectual Disposition Categories)* | | College | PC | 11 | 13 | 5 |
| *ORIENTATION INVENTORY* | | College<br>& Adult | CPP | 11 | 13 | 5 |
| *PARAGRAPH COMPLETION TEST* | | 12-18 yrs. | DEH | 8 | 13 | 3 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Creative Potential* | | 9-18 yrs. | PDE | 10 | 11 | 6 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Creative Tendency* | | GR 5-8 | PDE | 10 | 11 | 6 |

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| INVENTORY<br>Qualities) | | Adult | PBR | 6 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| ENESS KIT<br>le Diagnosis Test | GW1 | Adult | OTL | | | | | | | | |
| ENESS KIT<br>ironment Inventory | GW1 | Adult | OTL | | | | | | | | |
| ENESS KIT<br>ationships Inventory | GW1 | Adult | OTL | | | | | | | | |
| ENESS KIT<br>k Inventory | | Adult | OTL | 6 | 12 | 0 | 4 | 7 | 0 | | PGPPGP |
| ENESS KIT<br>gnosis Test | GW1 | Adult | OTL | | | | | | | | |
| TY<br>re | | GR 1-3 | CSSOS | 7 | 10 | 1 | 0 | 4 | 0 | | PFPPFP |
| TY<br>or Profile | | GR 1-3 | CSSOS | 7 | 11 | 1 | 0 | 4 | 0 | | PGPPFP |
| ALITY INVENTORY), FORM F<br>) | | College | PC | 7 | 13 | 5 | 4 | 8 | 0 | | PGFPGP |
| ALITY INVENTORY), FORM F<br>ual Disposition Categories) | | College | PC | 11 | 13 | 5 | 6 | 8 | 0 | | FGFFGP |
| RY | | College & Adult | CPP | 11 | 13 | 5 | 5 | 8 | 0 | | FGFFGP |
| N TEST | | 12-18 yrs. | DEH | 8 | 13 | 3 | 2 | 7 | 0 | | FGPPGP |
| ONNAIRE<br>tial | | 9-18 yrs. | PDE | 10 | 11 | 6 | 4 | 7 | 0 | | FGFPGP |
| ONNAIRE<br>ncy | | GR 5-8 | PDE | 10 | 11 | 6 | 4 | 7 | 0 | | FGFPGP |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** |
|---|---|---|---|---|
| | | | | 0-1 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Synergy* | | 13 yrs. & up | EITS | 6 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*COP (Compulsivity)* | | Adult | MMB | 4 |
| *PUPIL CREATIVITY CONCEPT Q-SORT*<br>*Openness to Experience* | | GR 6 & up | EHB | 6 |
| *PUPIL CREATIVITY CONCEPT Q-SORT*<br>*Tolerance of Ambiguity* | | GR 6 & up | EHB | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The (Work Related) Change Scale* | | Adult | MGH | 4 |
| *SEARS SELF CONCEPT INVENTORY*<br>*Divergent Mental* | | GR 3-6 | PSS | 2 |
| *SELF-INSIGHT TEST, FORM A*<br>*Flexibility* | | 16 yrs. & up | BNM | 7 |
| *SELF REPORT INVENTORY, FORM R-3*<br>*Work Scale* | | 18 yrs. & up | OHB | 6 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor M (Practical vs. Imaginative)* | | 17 yrs. & up | IPAT | 7 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor Q1 (Conservative vs. Experimenting)* | | 17 yrs. & up | IPAT | 7 |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Section 6* | | High School | NCSS | 4 |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Delay Avoidance* | | GR 12-14 | PC | 8 |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Study Orientation* | 3B1 | GR 12-14 | PC | |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Work Methods* | | GR 12-14 | PC | 11 |

GNITIVE SUMMARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *INVENTORY* | | 13 yrs. & up | EITS | 6 | 11 | 4 | 4 | 7 | 0 | | PGPPGP |
| *F PERSONALITY<br>y)* | | Adult | MMB | 4 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *EPT Q-SORT<br>rience* | | GR 6 & up | EHB | 6 | 6 | 0 | 0 | 5 | 0 | | PFPPFP |
| *EPT Q-SORT<br>iguity* | | GR 6 & up | EHB | 6 | 6 | 0 | 0 | 5 | 0 | | PFPPFP |
| *EMENT OF ATTITUDES<br>) Change Scale* | | Adult | MGH | 4 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *VENTORY* | | GR 3-6 | PSS | 2 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *RM A* | | 16 yrs. & up | BNM | 7 | 11 | 2 | 1 | 7 | 0 | | PGPPGP |
| *, FORM R-3* | | 18 yrs. & up | OHB | 6 | 8 | 2 | 1 | 6 | 0 | | PFPPFP |
| *ACTOR QUESTIONNAIRE, FORM A<br>cal vs. Imaginative)* | | 17 yrs. & up | IPAT | 7 | 12 | 4 | 6 | 8 | 3 | | PGPFGF |
| *ACTOR QUESTIONNAIRE, FORM A<br>ervative vs. Experimenting)* | | 17 yrs. & up | IPAT | 7 | 12 | 5 | 6 | 8 | 3 | | PGFFGF |
| *ICAL THINKING* | | High School | NCSS | 4 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *S AND ATTITUDES, FORM C* | | GR 12-14 | PC | 8 | 11 | 7 | 4 | 6 | 0 | | FGFPFP |
| *S AND ATTITUDES, FORM C<br>n* | 3B1 | GR 12-14 | PC | | | | | | | | |
| *S AND ATTITUDES, FORM C* | | GR 12-14 | PC | 11 | 12 | 7 | 4 | 6 | 0 | | FGFPFP |

HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0 |
| *SURVEY OF THINKING INTERESTS* | | GR 9-12 | SPS | 4 | 6 | 1 | 1 |
| *TBR (TEST OF BEHAVIORAL RIGIDITY)* | | Adult | CPP | 3 | 10 | 2 | 2 |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Reflective* | | 16 yrs. & up | SRA | 10 | 13 | 4 | 4 |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Stable* | | 16 yrs. & up | SRA | 6 | 13 | 4 | 4 |
| *TRAIT EVALUATION INDEX*<br>*Adaptability* | | College | MMB | 9 | 12 | 5 | 2 |
| *TRAIT EVALUATION INDEX*<br>*Self Organization* | | College | MMG | 7 | 12 | 6 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Inventiveness* | | Adult | PA | 6 | 8 | 3 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Persistence* | | Adult | PA | 4 | 8 | 3 | 2 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Intellectual Scale* | | High School & up | CPP | 5 | 12 | 4 | 5 |
| *WLW PERSONAL ATTITUDE INVENTORY, 5th ED.*<br>*Reliability* | | Adult | PGP | 6 | 10 | 4 | 4 |
| *WORK INTEREST INDEX (NON-VERBAL)*<br>*Flexibility of Interests* | | Adult Men | IRC | 6 | 11 | 4 | 4 |
| S3 Symbolic Cognitive Styles | | | | | | | |
| *THE PRESS TEST*<br>*Test I* | | Adult | IRC | 8 | 9 | 5 | 4 |
| *THE PRESS TEST*<br>*Test II* | | Adult | IRC | 8 | 9 | 6 | 4 |

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| STS | | GR 9-12 | SPS | 4 | 6 | 1 | 1 | 5 | 0 | | PFPPFP |
| IGIDITY) | | Adult | CPP | 3 | 10 | 2 | 2 | 6 | 0 | | PFPPFP |
| EDULE | | 16 yrs. & up | SRA | 10 | 13 | 4 | 4 | 7 | 0 | | FGPPGP |
| EDULE | | 16 yrs. & up | SRA | 6 | 13 | 4 | 4 | 7 | 0 | | PGPPGP |
| | | College | MMB | 9 | 12 | 5 | 2 | 6 | 0 | | FGFPFP |
| | | College | MMG | 7 | 12 | 6 | 2 | 6 | 0 | | PGFPFP |
| TY INVENTORY | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| TY INVENTORY | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| ENTORY | | High School & up | CPP | 5 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| ENTORY, 5th ED. | | Adult | PGP | 6 | 10 | 4 | 4 | 6 | 0 | | PFPPFP |
| -VERBAL)<br>ests | | Adult Men | IRC | 6 | 11 | 4 | 4 | 6 | 0 | | PGPPFP |
| s | | | | | | | | | | | |
| | | Adult | IRC | 8 | 9 | 5 | 4 | 7 | 0 | | FFFPGP |
| | | Adult | IRC | 8 | 9 | 6 | 4 | 7 | 0 | | FFFPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *THE PRESS TEST*<br>*Test III* | | Adult | IRC | 8 | 9 |
| *THE PRESS TEST*<br>*Part I-Part II* | | Adult | IRC | 8 | 9 |
| *THE PRESS TEST*<br>*Part III-Part II* | | Adult | IRC | 8 | 9 |
| F3 Figural-Spatial Cognitive Styles | | | | | |
| *MAZE TEST, FORM A* | | 4 yrs. & up | IJR | 6 | 10 |
| *TOLERANCE OF AMBIGUITY TEST* | | College | CDS | 8 | 11 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Scrambled Squares* | P07 | 18 yrs. & up | ML | | |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Toy Tower* | P07 | 18 yrs. & up | ML | | |
| V4 Verbal Communication Skills | | | | | |
| *BEHAVIORAL ANALYSIS INSTRUMENT FOR TEACHERS*<br>*Teaching-Student Cognitive* | | Teachers | ECC | 2 | 6 |
| *HOUGH-DUNCAN OSIA SYSTEM* | | Teachers | JCH | 6 | 4 |
| *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES*<br>*Verbal Expression* | | 2-10 yrs. | UIP | 8 | 11 |
| *INQUIRY SKILLS MEASURES*<br>*Sealed Box* | | 9-11 yrs. | ECA | 4 | 8 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Persuasion* | | Adult | OSU | 2 | 12 |

## R COGNITIVE SUMMARY TEST EVALUATIONS

| XONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | Adult | IRC | 8 | 9 | 6 | 4 | 7 | 0 | | FFFPGP |
| *II* | | Adult | IRC | 8 | 9 | 4 | 4 | 7 | 0 | | FFPPGP |
| *rt II* | | Adult | IRC | 8 | 9 | 3 | 4 | 7 | 0 | | FFPPGP |
| Cognitive Styles | | | | | | | | | | | |
| *A* | | 4 yrs.<br>& up | IJR | 6 | 10 | 2 | 1 | 7 | 2 | | PFPPGF |
| *IGUITY TEST* | | College | CDS | 8 | 11 | 1 | 2 | 4 | 0 | | FGPPFP |
| *ABORATORY EXERCISES*<br>*uares* | P07 | 18 yrs.<br>& up | ML | | | | | | | | |
| *ABORATORY EXERCISES* | P07 | 18 yrs.<br>& up | ML | | | | | | | | |
| tion Skills | | | | | | | | | | | |
| *SIS INSTRUMENT FOR TEACHERS*<br>*udent Cognitive* | | Teachers | ECC | 2 | 6 | 0 | 1 | 2 | 0 | | PFPPPP |
| *A SYSTEM* | | Teachers | JCH | 6 | 4 | 0 | 0 | 0 | 0 | | PPPPPP |
| *PSYCHOLINGUISTIC ABILITIES*<br>*ession* | | 2-10 yrs. | UIP | 8 | 11 | 1 | 3 | 2 | 0 | | FGPPPP |
| *EASURES* | | 9-11 yrs. | ECA | 4 | 8 | 0 | 0 | 2 | 4 | | PFPPPG |
| *DESCRIPTION QUESTIONNAIRE* | | Adult | OSU | 2 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |

HIGHER-ORDER COGNITIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0-13 |
| | *LET'S LOOK AT FIRST GRADERS*<br>*Guessing Game* | V15 | GR 1 | ETS | 6 | 10 |
| | *MICHIGAN SOCIAL ISSUES COGNITIVE CATEGORY SYSTEMS INQUIRY MEASURE* | | est. GR 7-12 | NFS | 11 | 9 |
| | *ORGANIZATION OF IDEAS, FORM S* | V7 | College & Adult | RSG | 11 | 13 |
| | *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Reports Results* | | GR 5 | MKM | 11 | 11 |
| | *PRICE-BELLAND SYSTEM* | | est. GR 1-12 | JCB | 6 | 11 |
| | *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*CS (Communication Skill)* | | College | ETS | 8 | 13 |
| | *TEACHER PERFORMANCE APPRAISAL SCALE* | | Adult | WDJ | 7 | 11 |
| | *USC MANAGEMENT LABORATORY EXERCISES*<br>*Speaker's Dilemma Exercise* | GW7 | 18 yrs. & up | ML | | |
| | *WORD SYNTHESIS, FORM CEF01A* | V10 | Adult | SPS | 4 | 9 |
| S4 | Symbolic Communication Skills | | | | | |
| F4 | Figural-Spatial Communication Skills | | | | | |
| V5 | Verbal Translation and Interpretation of Ideas | | | | | |
| | *ACER ADVANCED TEST N* | V16 | 16 yrs. & up | ACER | | |
| | *ACER INTERMEDIATE TEST A* | V16 | 10.0-14.0 yrs. | ACER | | |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | V15 | GR 1 | ETS | 6 | 10 | 0 | 2 | 6 | 0 | | PFFPFP |
| IVE CATEGORY SYSTEMS INQUIRY | | est. GR 7-12 | NFS | 11 | 9 | 0 | 0 | 1 | 0 | | FFFPPP |
| | V7 | College & Adult | RSG | 11 | 13 | 3 | 3 | 6 | 0 | | FGFPFP |
| S INQUIRY | | GR 5 | MKM | 11 | 11 | 1 | 2 | 4 | 3 | | FGFPFF |
| | | est. GR 1-12 | JCB | 6 | 11 | 0 | 1 | 3 | 0 | | PGFPPP |
| UDENTS IN BUSINESS | | College | ETS | 8 | 13 | 1 | 3 | 3 | 0 | | FGFPPP |
| SCALE | | Adult | WDJ | 7 | 11 | 3 | 3 | 2 | 0 | | PGFPPP |
| CISES | GW7 | 18 yrs. & up | ML | | | | | | | | |
| | V10 | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFFPFP |
| | | | | | | | | | | | |
| Skills | | | | | | | | | | | |
| retation of Ideas | | | | | | | | | | | |
| | V16 | 16 yrs. & up | ACER | | | | | | | | |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | |
| AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E<br>Part 1 | | GR K-3 | BMC | 6 | 8 | |
| ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A<br>Test 7 | | GR 10-12 | HBJ | 5 | 10 | |
| APTITUDE TESTS (SENIOR)<br>Subtest 1: Verbal Comprehension | V16 | 16 yrs. & up | IPR | | | |
| APTITUDE TESTS (SENIOR)<br>Subtest 3: Disguised Words | | 16 yrs. & up | IPR | 2 | 8 | |
| ASSOCIATIONS II, FORM CN03A | | Adult | SPS | 4 | 8 | |
| ASSOCIATIONS III, FORM CN05A | | Adult | SPS | 4 | 12 | |
| ASSOCIATIONS IV, FORM CN06A | | Adult | SPS | 4 | 10 | |
| CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 0, LONG FORM<br>Tests 4, 5: Spatial Relationships | F5 | 5-7 yrs. | CTB | | | |
| CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM<br>Tests 4, 5: Spatial Relationships | F5 | 6-9.5 yrs. | CTB | | | |
| CARTOONS, FORM CMT03A | V10 | GR 9 & up | SPS | 4 | 10 | |
| CIRCLE SQUARE I, FORM CX01A | | Adult | SPS | 0 | 7 | |
| CIRCLE SQUARE II, FORM CX02A | | Adult | SPS | 0 | 8 | |
| CIRCLE SQUARE TRIANGLE, FORM RGR02A | | Adult | SPS | 0 | 7 | |
| CORNELL CRITICAL THINKING TEST, LEVEL Z<br>Part VI | | College & Adult | CTP | 11 | 12 | |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *CE TEST: PRIMARY BATTERY, FORM E* | | GR K-3 | BMC | 6 | 8 | 1 | 0 | 6 | 4 | | PFPPFG |
| *TIAL: ADVANCED BATTERY II, FORM A* | | GR 10-12 | HBJ | 5 | 10 | 1 | 0 | 6 | 3 | | PFPPFF |
| *prehension* | V16 | 16 yrs. & up | IPR | | | | | | | | |
| *Words* | | 16 yrs. & up | IPR | 2 | 8 | 2 | 3 | 6 | 0 | | PFPPFP |
| *A* | | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *5A* | | Adult | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| *A* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *MATURITY: LEVEL 0, LONG FORM*<br>*Relationships* | F5 | 5-7 yrs. | CTB | | | | | | | | |
| *MATURITY: LEVEL 1, LONG FORM*<br>*Relationships* | F5 | 6-9.5 yrs. | CTB | | | | | | | | |
| | V10 | GR 9 & up | SPS | 4 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *A* | | Adult | SPS | 0 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *2A* | | Adult | SPS | 0 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RM RGR02A* | | Adult | SPS | 0 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *TEST, LEVEL 2* | | College & Adult | CTP | 11 | 12 | 1 | 1 | 7 | 0 | | FGPPGP |

HIGHER-ORDER COGNITIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 1, Test 7: Riddles* | | 4-8 yrs. | IPAT | 6 | 10 | 1 |
| *DAFFYNITIONS, FORM NMTO4A* | S5 | GR 9 & up | SPS | 4 | 9 | 1 |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 6* | | 11-18 yrs. | BEM | 5 | 6 | 3 |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 15* | V7 | 11-18 yrs. | BEM | | | |
| *EDUCATIONAL APTITUDE TEST*<br>*Subtest 6* | | Graduate & Undergrad. | CPS | 4 | 10 | 1 |
| *ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST*<br>*Part II: Formulation* | V16 | 18 yrs. & up | PC | 7 | 10 | 1 |
| *EXPERIMENTAL COMPARATIVE PREDICTION BATTERIES*<br>*Book A2: Artificial Language Test* | | College | ETS | 7 | 10 | 0 |
| *FLANAGAN APTITUDE CLASSIFICATION TEST (VOCATIONAL)*<br>*Test 11: Ingenuity* | | GR 9-12 | SRA | 7 | 11 | 4 |
| *GESTALT TRANSFORMATION, FORM CRO3A* | | GR 9 & up | SPS | 7 | 11 | 1 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, COLLEGE LEVEL, FORM A* | S7 | GR 13-17 | HMC | | | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 6-9, FORM B* | V16 | GR 6-9 | HMC | | | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 9-12, FORM A* | V16 | GR 9-12 | HMC | | | |
| *IOWA TESTS OF BASIC SKILLS, FORM 4*<br>*Test W1: Map Reading* | | GR 3-9 | HMC | 8 | 10 | 5 |
| *IOWA TESTS OF BASIC SKILLS, FORM 4*<br>*Test W2: Reading Graphs and Tables* | | GR 3-9 | HMC | 8 | 9 | 4 |

| OMIC CATEGORY<br>ST NAME |
|---|
| |
| ACE TEST, FORM A<br>Riddles |
| 04A |
| DES EXAMINATION, GRADES 6-12, FORM A |
| DES EXAMINATION, GRADES 6-12, FORM A |
| EST |
| AL SCIENCE APTITUDE TEST<br>tion |
| E PREDICTION BATTERIES<br>al Language Test |
| IFICATION TEST (VOCATIONAL)<br>y |
| , FORM CRO4A |
| OF MENTAL ABILITY, COLLEGE LEVEL, FORM A |
| OF MENTAL ABILITY, GRADES 6-9, FORM B |
| OF MENTAL ABILITY, GRADES 9-12, FORM A |
| ILLS, FORM 4<br>ing |
| ILLS, FORM 4<br>Graphs and Tables |

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| Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | 4-8 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| S5 | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | 11-18 yrs. | BEM | 5 | 6 | 3 | 4 | 7 | 0 | | PFPPGP |
| V7 | 11-18 yrs. | BEM | | | | | | | | |
| | Graduate & Undergrad. | CPS | 4 | 10 | 1 | 0 | 6 | 0 | | PFPPFP |
| V16 | 18 yrs. & up | PC | 7 | 10 | 1 | 2 | 7 | 0 | | PFPPGP |
| | College | ETS | 7 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| | GR 9-12 | SRA | 7 | 11 | 4 | 6 | 7 | 0 | | PGPFGP |
| | GR 9 & up | SPS | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| S7 | GR 13-17 | HMC | | | | | | | | |
| V16 | GR 6-9 | HMC | | | | | | | | |
| V16 | GR 9-12 | HMC | | | | | | | | |
| | GR 3-9 | HMC | 8 | 10 | 5 | 5 | 6 | 4 | | FFFFFG |
| | GR 3-9 | HMC | 8 | 9 | 4 | 5 | 6 | 4 | | FFPFFG |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *IOWA TESTS OF BASIC SKILLS, FORM 4*<br>*Test W3: Knowledge and Use of Reference Materials* | | GR 3-9 | HMC | 8 |
| *KIT OF REFERENCE TESTS*<br>*Re-3 (Semantic Redefinition: Picture Gestalt)* | | GR 10-16 | ETS | 6 |
| *A LOOK AT LITERATURE, FORM B* | | GR 4-6 | ETS | 8 |
| *MADDOX VERBAL REASONING TEST*<br>*Pages 9, 10: Mixed Problems* | V16 | 9.5-10.5 yrs. | OBL | |
| *MAP DRAWING AND MAP READING EXERCISE*<br>*Problems 8-20* | F5 | 7-15 yrs. | DHF | |
| *NEW USES, FORM NMT06A* | | GR 9 & up | SPS | 8 |
| *PARAGRAPH ANALYSIS, FORM CA02A* | | Adult | SPS | 6 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Comprehends the Task* | | GR 5 | MKM | 9 |
| *PREDICAMENTS, FORM HZ02B* | | Adult | SPS | 6 |
| *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*PB (Perspective and Breadth of Knowledge)* | | College | ETS | 6 |
| *SEEING DIFFERENT MEANINGS, FORM CMT05A* | | GR 9 & up | SPS | 6 |
| *SEEING PUZZLE MEANINGS, FORM CTM04A* | | GR 9 | SPS | 4 |
| *SIMPLEX GROUP INTELLIGENCE SCALE*<br>*Test 8C* | | 9 yrs.-Adult | GHC | 7 |
| *SOCIAL INTELLIGENCE TEST*<br>*Sense of Humor* | | Adult | WPS | 4 |

## GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ILLS, FORM 4*<br>*dge and Use of Reference Materials* | | GR 3-9 | HMC | 8 | 9 | 7 | 5 | 6 | 4 | | FFFFFG |
| *G*<br>*edefinition: Picture Gestalt)* | | GR 10-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *FORM B* | | GR 4-6 | ETS | 8 | 11 | 2 | 4 | 6 | 3 | | FGPPFF |
| *G TEST*<br>*zed Problems* | V16 | 9.5-10.5 yrs. | OBL | | | | | | | | |
| *EADING EXERCISE* | F5 | 7-15 yrs. | DHF | | | | | | | | |
| | | GR 9 & up | SPS | 8 | 12 | 1 | 1 | 6 | 0 | | FGPPFP |
| *RM CA02A* | | Adult | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ATHEMATICS INQUIRY*<br>*Task* | | GR 5 | MKM | 9 | 11 | 1 | 2 | 4 | 3 | | FGPPFF |
| *02B* | | Adult | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *DUATE STUDENTS IN BUSINESS*<br>*and Breadth of Knowledge)* | | College | ETS | 6 | 13 | 1 | 3 | 3 | 0 | | PGPPPP |
| *INGS, FORM CMT06A* | | GR 9 & up | SPS | 6 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| *S, FORM CTM04A* | | GR 9 | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *GENCE SCALE* | | 9 yrs.-<br>Adult | GHC | 7 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *EST* | | Adult | WPS | 4 | 6 | 0 | 1 | 7 | 0 | | PFPPGP |

## HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SRA VERBAL FORM, FORM A* | S7 | 12 yrs. & up | SRA | | |
| *UNUSUAL USES, FORM CBO4A* | | Adult | SPS | 8 | 11 |
| *VERBAL-PICTURE TRANSLATION, FORM CMTO6A* | | GR 9 & up | SPS | 6 | 11 |
| *WATSON-GLASER CRITICAL THINKING APPRAISAL, FORM YM*<br>*Test 4: Interpretation* | | GR 9 & up | WPS | 6 | 10 |
| S5 Symbolic Translation and Interpretation of Ideas | | | | | |
| *ABBREVIATIONS, FORM ESIO1B* | | GR 9 & up | SPS | 2 | 9 |
| *ALTERATIONS, FORM CSUO3A* | | Adult | SPS | 4 | 9 |
| *CAMOUFLAGED WORDS, FORM CAXO4A* | | GR 9 & up | SPS | 4 | 9 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 1* | | 7-13 yrs. | PC | 4 | 8 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 10* | | 7-13 yrs. | PC | 4 | 8 |
| *COMPUTER PROGRAMMER APTITUDE BATTERY*<br>*Reasoning* | | College & Adult | SRA | 8 | 12 |
| *CONDENSATIONS, FORM ESTO1A* | | GR 9 & up | SPS | 2 | 8 |
| *DAFFYNITIONS, FORM NMTO4A* | V5 | GR 9 & up | SPS | | |
| *DECODING, FORM ESTO1B* | | GR 9 & up | SPS | 2 | 6 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | S7 | 12 yrs. & up | SRA | | | | | | | | |
| | | Adult | SPS | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| *MTO6A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *PRAISAL, FORM YM* | | GR 9 & up | WPS | 6 | 10 | 1 | 0 | 7 | 0 | | PFPPGP |
| ation of Ideas | | | | | | | | | | | |
| | | GR 9 & up | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 7-13 yrs. | PC | 4 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| | | 7-13 yrs. | PC | 4 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| *RY* | | College & Adult | SRA | 8 | 12 | 4 | 5 | 6 | 0 | | FGPFFP |
| | | GR 9 & up | SPS | 2 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| | V5 | GR 9 & up | SPS | | | | | | | | |
| | | GR 9 & up | SPS | 2 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |

2

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-1 |
| *FOUR-LETTER WORDS, FORM CSU01A* | | Adult | SPS | 2 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY: GRADES 3-6, FORM A* | V16 | GR 3-6 | HMC | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY: GRADES 6-9, FORM B* | V15 | GR 6-9 | HMC | |
| *HIDDEN WORD PRODUCTION, FORM DST01A* | | GR 9 & up | SPS | 6 |
| *KIT OF REFERENCE TESTS*<br>*Cs-2 (Speed of Closure: Concealed Words Test)* | | GR 6-16 | ETS | 6 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test B8* | | 6.5-<br>9.5 yrs. | PPI | 7 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test CD3* | | 7.5-<br>10.5 yrs. | PPI | 7 |
| *LIMITED WORD REVISIONS, FORM NST05A* | | GR 9 & up | SPS | 4 |
| *MULTIPLE LETTER CHANGES, FORM DST02A* | | GR 9 & up | SPS | 6 |
| *MULTIPLE WORD EXTRACTIONS, FORM DST03A* | | GR 9 & up | SPS | 4 |
| *OMELET TEST, FORM CSU02A* | S7 | GR 9 & up | SPS | 4 |
| *ORLEANS-HANNA ALGEBRA PROGNOSIS TEST* | | GR 8-11 | HBJ | 12 |
| *ORLEANS-HANNA GEOMETRY PROGNOSIS TEST* | | GR 9-11 | HBJ | 11 |
| *READING BACKWARDS, FORM CST02A* | | GR 9 & up | SPS | 4 |

## OGNITIVE SUMMARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity 0-15 | Examinee Appropriateness 0-13 | Normed Excellence 0-10 | Teaching Feedback 0-9 | Usability 0-8 | Retest Potential 0-5 | Ethical Propriety Comments • | Letter Grades Good-Fair-Poor |
|---|---|---|---|---|---|---|---|---|---|---|---|
| *RM CSU01A* | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *TS OF MENTAL ABILITY: GRADES 3-6, FORM A* | V16 | GR 3-6 | HMC | | | | | | | | |
| *TS OF MENTAL ABILITY: GRADES 6-9, FORM B* | V16 | GR 6-9 | HMC | | | | | | | | |
| *N, FORM DST01A* | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *S*<br>*losure: Concealed Words Test)* | | GR 6-16 | ETS | 6 | 10 | 0 | 1 | 6 | 3 | | PFPPFF |
| *SURE OF ACADEMIC POTENTIAL, 7th ED.* | | 6.5-<br>9.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *SURE OF ACADEMIC POTENTIAL, 7th ED.* | | 7.5-<br>10.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *S, FORM NST05A* | | GR 9 & up | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| *ES, FORM DST02A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *TIONS, FORM DST03A* | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *02A* | S7 | GR 9 & up | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *PROGNOSIS TEST* | | GR 8-11 | HBJ | 12 | 12 | 7 | 7 | 6 | 0 | | GGFFFP |
| *Y PROGNOSIS TEST* | | GR 9-11 | HBJ | 11 | 13 | 6 | 7 | 6 | 0 | | FGFFFP |
| *RM CST02A* | | GR 9 & up | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |

HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *READING CONFUSED WORDS, FORM CST03A* | | GR 9 & up | SPS | 6 | 10 | 1 |
| *REVISED BETA EXAMINATION*<br>*Test 2* | | Adult | PC | 6 | 10 | 0 |
| *SECRET WRITING* | | Adult | SPS | 6 | 8 | 1 |
| *SENTENCE GESTALT I, FORM CR01A* | | Adult | SPS | 5 | 9 | 1 |
| *SIGN CHANGES, FORM NSI01A* | | GR 9 & up | SPS | 2 | 10 | 1 |
| *SIGN CHANGES II, FORM ESR01C* | | GR 9 & up | SPS | 4 | 9 | 1 |
| *SIMPLEX GROUP INTELLIGENCE SCALE*<br>*10A and 10B* | | 9 yrs.-Adult | GHC | 3 | 11 | 0 |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Tests 1 and 10* | | 6-10 yrs. | GHC | 4 | 9 | 0 |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Sections 9, 10, 11, 12* | | High School | NCSS | 8 | 13 | 0 |
| *SURVEY TEST OF ALGEBRAIC APTITUDE* | V16 | GR 8 | CTB | 9 | 11 | 4 |
| *VERBAL TESTS*<br>*Test 2* | V10 | 13-15 yrs. | NEPC | | | |
| *VERBAL TESTS*<br>*Test C* | V16 | 9-11 yrs. | NEPC | | | |
| *VERBAL TESTS*<br>*Test CD* | V16 | 9-11 yrs. | NEPC | | | |
| *VERBAL TESTS*<br>*Test D* | V16 | 9-12 yrs. | NEPC | | | |

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| FORM CST03A | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | PC | 6 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| | | Adult | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| CR01A | | Adult | SPS | 5 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| 01C | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| E SCALE | | 9 yrs.-<br>Adult | GHC | 3 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| IGENCE TEST | | 6-10 yrs. | GHC | 4 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| THINKING<br>12 | | High School | NCSS | 8 | 13 | 0 | 1 | 6 | 0 | | FGPPFP |
| APTITUDE | V16 | GR 8 | CTB | 9 | 11 | 4 | 6 | 6 | 0 | | FGPFFP |
| | V10 | 13-15 yrs. | NEPC | | | | | | | | |
| | V16 | 9-11 yrs. | NEPC | | | | | | | | |
| | V16 | 9-11 yrs. | NEPC | | | | | | | | |
| | V16 | 9-12 yrs. | NEPC | | | | | | | | |

## 17 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0 |
| *VERBAL TESTS*<br>*Test EF* | V16 | 11-13 yrs. | NEPC | | | |
| *WORD COMBINATIONS, FORM CSUO6A* | | GR 9 & up | SPS | 3 | 8 | 1 |
| *WORD-PAIR-REVISIONS, FORM DSIO4A* | | GR 9 & up | SPS | 7 | 9 | 1 |
| *WORD TRANSFORMATION, FORM NSTO2B* | | GR 9 & up | SPS | 6 | 11 | 1 |
| *THE YOU TEST, FORM B*<br>*Can You Solve the Riddle Path Puzzle?* | | GR 5-7 | WHM | 2 | 7 | 0 |
| F5 Figural-Spatial Translation and Interpretation of Ideas | | | | | | |
| *ACADEMIC APTITUDE TEST (NON-VERBAL)*<br>*Test 1* | F6 | GR 7 & up | PA | 5 | 9 | 1 |
| *ACADEMIC APTITUDE TEST (NON-VERBAL)*<br>*Test 2* | | GR 7 & up | PA | 5 | 6 | 1 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E*<br>*Part 5* | | GR K-3 | BMC | 4 | 6 | 1 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 4* | F19 | GR 7-9 | HBJ | 7 | 10 | 1 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A*<br>*Test 4* | F19 | GR 10-12 | HBJ | 9 | 8 | 1 |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 6: Squares* | | 11-15 yrs. | IPR | 4 | 4 | 3 |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 8: Spatial 3-D* | | 16 yrs. & up | IPR | 5 | 8 | 2 |
| *APTITUDE TESTS FOR OCCUPATIONS, FORM A*<br>*Mechanical Aptitude* | | GR 9 & up | CTB | 12 | 7 | 4 |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
|  | V16 | 11-13 yrs. | NEPC |  |  |  |  |  |  |  |  |
| *RM CSUO6A* |  | GR 9 & up | SPS | 3 | 8 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *FORM DSIO4A* |  | GR 9 & up | SPS | 7 | 9 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *FORM NSTO2B* |  | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 |  | PGPPFP |
| *e Riddle Path Puzzle?* |  | GR 5-7 | WHM | 2 | 7 | 0 | 2 | 7 | 0 |  | PFPPGP |
| lation and Interpretation of Ideas |  |  |  |  |  |  |  |  |  |  |  |
| *T (NON-VERBAL)* | F6 | GR 7 & up | PA | 5 | 9 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *T (NON-VERBAL)* |  | GR 7 & up | PA | 5 | 6 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *LIGENCE TEST: PRIMARY BATTERY, FORM E* |  | GR K-3 | BMC | 4 | 6 | 1 | 0 | 7 | 4 |  | PFPPGG |
| *POTENTIAL: ADVANCED BATTERY I, FORM A* | F19 | GR 7-9 | HBJ | 7 | 10 | 1 | 0 | 6 | 3 |  | PFPPFF |
| *POTENTIAL: ADVANCED BATTERY II, FORM A* | F19 | GR 10-12 | HBJ | 9 | 8 | 1 | 0 | 6 | 3 |  | FFPPFF |
| *R)*<br>*res* |  | 11-15 yrs. | IPR | 4 | 4 | 3 | 3 | 6 | 0 |  | PPPPFP |
| *R)*<br>*ial 3-D* |  | 16 yrs. & up | IPR | 5 | 8 | 2 | 3 | 6 | 0 |  | PFPPFP |
| *CUPATIONS, FORM A*<br>*ude* |  | GR 9 & up | CTB | 12 | 7 | 4 | 3 | 6 | 0 |  | GFPPFP |

## HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *ARMY GENERAL CLASSIFICATION TEST, FORM AM* | V16 | GR 9 & up | SRA | | | |
| *ARTISTIC INTERPRETATIONS, FORM EFT01A* | | Adult | SPS | 2 | 7 | 0 |
| *BLOCK ROTATION, FORM CFT06A* | | Adult | SPS | 4 | 9 | 1 |
| *BLOCK VISUALIZATION, FORM CFT05A* | | Adult | SPS | 2 | 9 | 1 |
| *BLOCKS, FORM CFS05A* | | GR 9 & up | SPS | 4 | 9 | 1 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 0, LONG FORM*<br>*Test 4, 5: Spatial Relationships* | V5 | 5-7 yrs. | CTB | 3 | 8 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM*<br>*Test 4, 5: Spatial Relationships* | V5 | 6-9.5 yrs. | CTB | 5 | 8 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Tests 4, 5: Spatial Relationships* | | 8.5-12.5 yrs. | CTB | 7 | 7 | 3 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Tests 4, 5: Spatial Relationships* | | 11.5-15.5 yrs. | CTB | 5 | 7 | 3 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Tests 4, 5: Spatial Relationships* | | 13.5-18.5 yrs. | CTB | 5 | 8 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Tests 4, 5: Spatial Relationships* | | 18 yrs. & up | CTB | 7 | 8 | 4 |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Non-Verbal Scale I, Subtest 7* | | 8-11 yrs. | GHC | 6 | 7 | 1 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 3* | | 7-13 yrs. | PC | 4 | 10 | 0 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 4* | | 7-13 yrs. | PC | 4 | 9 | 0 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *N TEST, FORM AM* | V16 | GR 9 & up | SRA | | | | | | | | |
| *FORM EFTO1A* | | Adult | SPS | 2 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |
| *A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *CFTO5A* | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *MATURITY: LEVEL 0, LONG FORM*<br>*elationships* | V5 | 5-7 yrs. | CTB | 3 | 8 | 4 | 3 | 7 | 0 | | PFPPGP |
| *MATURITY: LEVEL 1, LONG FORM*<br>*elationships* | V5 | 6-9.5 yrs. | CTB | 5 | 8 | 4 | 4 | 7 | 0 | | PFPPGP |
| *MATURITY: LEVEL 2, LONG FORM*<br>*Relationships* | | 8.5-12.5 yrs. | CTB | 7 | 7 | 3 | 4 | 7 | 0 | | PFPPGP |
| *MATURITY: LEVEL 3, LONG FORM*<br>*Relationships* | | 11.5-15.5 yrs. | CTB | 5 | 7 | 3 | 4 | 7 | 0 | | PFPPGP |
| *MATURITY: LEVEL 4, LONG FORM*<br>*Relationships* | | 13.5-18.5 yrs. | CTB | 5 | 8 | 4 | 4 | 7 | 0 | | PFPPGP |
| *MATURITY: LEVEL 5, LONG FORM*<br>*Relationships* | | 18 yrs. & up | CTB | 7 | 8 | 4 | 4 | 7 | 0 | | PFPPGP |
| *, FORM A*<br>*ubtest 7* | | 8-11 yrs. | GHC | 6 | 7 | 1 | 0 | 7 | 4 | | PFPPGG |
| *TION* | | 7-13 yrs. | PC | 4 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| *TION* | | 7-13 yrs. | PC | 4 | 9 | 0 | 1 | 5 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| *CLOSURE FLEXIBILITY, FORM A* | | Adult | IRC |
| *CLOSURE SPEED* | | Adult | IRC |
| *COLOURED PROGRESSIVE MATRICES* | | 5-11 yrs.<br>& 65-85 yrs | PC |
| *CONCEPTUAL STYLE TEST* | V2 | GR 1-6 | JK |
| *THE DAILEY VOCATIONAL TESTS*<br>*Spatial Visualization Test* | | GR 8-<br>Adult | HMC |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 14* | | 11-18 yrs. | BEM |
| *DETROIT INTELLIGENCE TEST (ALPHA INTELLIGENCE TEST), FORM S*<br>*Part 4* | | GR 4-8 | BEM |
| *DETROIT INTELLIGENCE TEST (ALPHA INTELLIGENCE TEST), FORM W*<br>*Part 5* | | High School<br>& up | BEM |
| *DIFFERENTIAL APTITUDES TEST, FORM L*<br>*Mechanical Reasoning* | | GR 8-12 | PC |
| *DIFFERENTIAL APTITUDES TEST, FORM L*<br>*Space Relations* | | GR 8-12 | PC |
| *EMBEDDED FIGURES TEST, FORM A* | | 10 yrs.<br>& up | CPP |
| *EMPLOYEE APTITUDE SURVEY, FORM A*<br>*Space Visualization* | | 16 yrs.<br>& up | PS |
| *EMPLOYMENT INVENTORY III* | F16 | 16.5 yrs.<br>& up | PGP |
| *ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST*<br>*Part VI: Mechanical Comprehension* | | 18 yrs.<br>& up | PC |

COGNITIVE SUMMARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TY, FORM A* |  | Adult | IRC | 9 | 13 | 4 | 5 | 6 | 0 |  | FGPFFP |
|  |  | Adult | IRC | 9 | 12 | 4 | 5 | 8 | 0 |  | FGPFGP |
| *IVE MATRICES* |  | 5-11 yrs. & 65-85 yrs | PC | 10 | 10 | 4 | 5 | 4 | 0 |  | FFPFFP |
| *TEST* | V2 | GR 1-6 | JK |  |  |  |  |  |  |  |  |
| *ONAL TESTS*<br>*alization Test* |  | GR 8-Adult | HMC | 10 | 10 | 3 | 3 | 6 | 0 |  | FFPPFP |
| *PTITUDES EXAMINATION, GRADES 6-12, FORM A* |  | 11-18 yrs. | BEM | 3 | 5 | 4 | 4 | 7 | 0 |  | PPPPGP |
| *NCE TEST (ALPHA INTELLIGENCE TEST), FORM S* |  | GR 4-8 | BEM | 6 | 10 | 0 | 1 | 6 | 0 |  | PFPPFP |
| *NCE TEST (ALPHA INTELLIGENCE TEST), FORM W* |  | High School & up | BEM | 6 | 10 | 0 | 1 | 6 | 0 |  | PFPPFP |
| *TUDES TEST, FORM L*<br>*easoning* |  | GR 8-12 | PC | 13 | 9 | 3 | 4 | 5 | 5 |  | GFPPFG |
| *TUDES TEST, FORM L*<br>*ons* |  | GR 8-12 | PC | 13 | 10 | 4 | 4 | 5 | 5 |  | GFPPFG |
| *TEST, FORM A* |  | 10 yrs. & up | CPP | 9 | 10 | 2 | 2 | 2 | 3 |  | FFPPPF |
| *SURVEY,FORM A*<br>*ization* |  | 16 yrs. & up | PS | 10 | 8 | 6 | 4 | 7 | 4 |  | FFFPGG |
| *ORY III* | F16 | 16.5 yrs. & up | PGP |  |  |  |  |  |  |  |  |
| *HYSICAL SCIENCE APTITUDE TEST*<br>*chanical Comprehension* |  | 18 yrs. & up | PC | 9 | 10 | 1 | 2 | 7 | 0 |  | FFPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellen |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *EXPERIMENTAL COMPARATIVE PREDICTION BATTERIES*<br>*Book A1: Paper Folding Test* | | High School & College | ETS | 7 | 10 | 0 |
| *EXPERIMENTAL COMPARATIVE PREDICTION BATTERIES*<br>*Book A2: Spatial Rotation Test* | | College | ETS | 5 | 10 | 0 |
| *FLANAGAN APTITUDE CLASSIFICATION TESTS (VOCATIONAL)*<br>*Test 6: Assembly* | | GR 9-12 | SRA | 9 | 11 | 4 |
| *FLANAGAN INDUSTRIAL TESTS, FORM A*<br>*Assembly* | | 18 yrs. & up | SRA | 9 | 11 | 4 |
| *HIDDEN FIGURES, FORM NFTO4A* | | GR 9 & up | SPS | 5 | 11 | 1 |
| *INTUITIVE MECHANICS* | S16 | Adult | IRC | 7 | 13 | 3 |
| *KIT OF REFERENCE TESTS*<br>*Cf-1 (Flexibility of Closure: Hidden Figures Test)* | | GR 6-16 | ETS | 6 | 11 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Cf-2 (Flexibility of Closure: Hidden Patterns Test)* | | GR 6-16 | ETS | 6 | 10 | 0 |
| *KIT OF REFERENCE TESTS*<br>*S-1 (Spatial Orientation: Card Rotations Test)* | | GR 8-16 | ETS | 6 | 12 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Vz-1 (Visualization: Form Board Test)* | | GR 9-16 | ETS | 6 | 10 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Vz-2 (Visualization: Paper Folding Test)* | | GR 9-16 | ETS | 6 | 11 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Vz-3 (Visualization: Surface Development Test)* | | GR 9-16 | ETS | 6 | 10 | 0 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test B6* | | 6.5-9.5 yrs. | PPI | 5 | 7 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test CD1* | | 7.5-10.5 yrs. | PPI | 5 | 7 | 1 |

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ICTION BATTERIES*<br>*Test* | | High School & College | ETS | 7 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| *ICTION BATTERIES*<br>*on Test* | | College | ETS | 5 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| *ION TESTS (VOCATIONAL)* | | GR 9-12 | SRA | 9 | 11 | 4 | 6 | 7 | 0 | | FGPFGP |
| *RM A* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 6 | 7 | 0 | | FGPFGP |
| | | GR 9 & up | SPS | 5 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | S16 | Adult | IRC | 7 | 13 | 3 | 4 | 7 | 0 | | PGPPGP |
| *ure: Hidden Figures Test)* | | GR 6-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *sure: Hidden Patterns Test)* | | GR 6-16 | ETS | 6 | 10 | 0 | 1 | 6 | 4 | | PFPPFG |
| *Card Rotations Test)* | | GR 8-16 | ETS | 6 | 12 | 0 | 1 | 6 | 4 | | PGPPFG |
| *m Board Test)* | | GR 9-16 | ETS | 6 | 10 | 0 | 1 | 6 | 4 | | PFPPFG |
| *er Folding Test)* | | GR 9-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *face Development Test)* | | GR 9-16 | ETS | 6 | 10 | 0 | 1 | 6 | 4 | | PFPPFG |
| *ACADEMIC POTENTIAL, 7th ED.* | | 6.5-<br>9.5 yrs. | PPI | 5 | 7 | 1 | 1 | 7 | 0 | | PFPPGP |
| *ACADEMIC POTENTIAL, 7th ED.* | | 7.5-<br>10.5 yrs. | PPI | 5 | 7 | 1 | 1 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *KUHLMANN FINCH JUNIOR HIGH SCHOOL TEST*<br>*Subtest 2* | | GR 7-9 | AGS | 4 |
| *KUHLMANN FINCH TEST I*<br>*Subtest 1* | | GR 1 | AGS | 4 |
| *KUHLMANN FINCH TEST I*<br>*Subtest 3* | | GR 1 | AGS | 4 |
| *KUHLMANN FINCH TEST II*<br>*Subtest 1* | | GR 2 | AGS | 4 |
| *KUHLMANN FINCH TEST II*<br>*Subtest 2* | | GR 2 | AGS | 4 |
| *KUHLMANN FINCH TEST III*<br>*Subtest 1* | | GR 3 | AGS | 4 |
| *KUHLMANN FINCH TEST III*<br>*Subtest 2* | | GR 3 | AGS | 4 |
| *KUHLMANN FINCH TEST IV*<br>*Subtest 2* | | GR 4 | AGS | 4 |
| *KUHLMANN FINCH TEST V.*<br>*Subtest 2* | | GR 5 | AGS | 4 |
| *KUHLMANN FINCH TEST VI*<br>*Subtest 2* | | GR 6 | AGS | 4 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Drawing from Different Perspective* | | GR 1 | ETS | 6 |
| *MAP DRAWING AND MAP READING EXERCISE*<br>*Drawing* | | 7-15 yrs. | DHF | 7 |
| *MAP DRAWING AND MAP READING EXERCISE*<br>*Problems 1-7* | | 7-15 yrs. | DHF | 5 |
| *MAP DRAWING AND MAP READING EXERCISE*<br>*Problems 8-20* | V5 | 7-15 yrs. | DHF | 5 |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *SCHOOL TEST* | | GR 7-9 | AGS | 4 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 1 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 1 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 2 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 2 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 3 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 3 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 4 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 5 | AGS | 4 | 6 | 2 | 2 | 6 | 0 | | PFPPFP |
| | | GR 6 | AGS | 4 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |
| *Perspective* | | GR 1 | ETS | 6 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *EXERCISE* | | 7-15 yrs. | DHF | 7 | 9 | 3 | 2 | 4 | 0 | | PFPPFP |
| *EXERCISE* | | 7-15 yrs. | DHF | 5 | 9 | 2 | 2 | 4 | 0 | | PFPPFP |
| *EXERCISE* | V5 | 7-15 yrs. | DHF | 5 | 8 | 2 | 2 | 4 | 0 | | PFPPFP |

HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *MECHANICAL MOVEMENTS* | | GR 11 & up | IRC | 7 | 9.5 |
| *MULTIPLE APTITUDE TESTS*<br>*Test 7* | | GR 7-13 | CTB | 7 | 11 |
| *MULTIPLE APTITUDE TESTS*<br>*Test 9* | | GR 7-13 | CTB | 7 | 12 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Mechanical Reasoning* | | GR 9-12 | PTO | 6 | 8 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Visualization in Three Dimensions* | | GR 9-12 | PTO | 6 | 10 |
| *NLSMA SCALES: VOL. 1, PART A (p. 103), FORM 201*<br>*Hidden Figures*<br>*Fall Year 2 Test Battery, Grade 5* | | GR 5 | SMSG | 6 | 10 |
| *NLSMA SCALES: VOL. 1, PART A (p. 133), FORM 210*<br>*Form Board*<br>*Fall Year 2 Test Battery, Grade 5* | | GR 5 | SMSG | 8 | 10 |
| *NLSMA SCALES: VOL. 2, PART A (p. 105), FORM 271*<br>*Hidden Figures*<br>*Fall Year 2 Test Battery, Grade 8* | | GR 8 | SMSG | 6 | 10 |
| *OHIO CLASSIFICATION TEST*<br>*Test 1* | | Adult | PA | 6 | 10 |
| *PAPER FOLDING, FORM CFT07A* | | GR 9 & up | SPS | 9 | 8 |
| *PENETRATION OF CAMOUFLAGE, FORM NFT02B* | | Adult | SPS | 4 | 7 |
| *PERSONNEL TEST, FORM A* | V16 | 20-65 yrs. | WPS | | |
| *PUNCHED HOLES* | | Adult | SPS | 5 | 7 |
| *REVISED BETA EXAMINATION*<br>*Test 4* | | Adult | PC | 6 | 10 |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 11 & up | IRC | 7 | 9.5 | 3 | 5 | 6 | 0 | | PFPFFP |
| | | GR 7-13 | CTB | 7 | 11 | 4 | 6 | 6 | 0 | | PGPFFP |
| | | GR 7-13 | CTB | 7 | 12 | 4 | 6 | 7 | 0 | | PGPFGP |
| DES AND ABILITIES | | GR 9-12 | PTO | 6 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| DES AND ABILITIES<br>Dimensions | | GR 9-12 | PTO | 6 | 10 | 0 | 0 | 6 | 0 | | PFPPFP |
| (p. 103), FORM 201<br>, Grade 5 | | GR 5 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| (p. 133), FORM 210<br>, Grade 5 | | GR 5 | SMSG | 8 | 10 | 0 | 1 | 6 | 0 | | FFPPFP |
| (p. 105), FORM 271<br>, Grade 8 | | GR 8 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | PA | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 9 | 8 | 1 | 1 | 6 | 0 | | FFPPFP |
| RM NFTO2B | | Adult | SPS | 4 | 7 | 1 | 1 | 6 | 0 | * | PFPPFP |
| | V16 | 20-65 yrs. | WPS | | | | | | | | |
| | | Adult | SPS | 5 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | PC | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| *REVISED MINNESOTA PAPER FORM BOARD, FORM AA* | | High School & up | PC |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Test 3* | | 6-10 yrs. | GHC |
| *SPACE POSITIONING, FORM CFS06A* | | GR 9 & up | SPS |
| *SPATIAL ORIENTATION, FORM CFS04A* | | GR 9 & up | SPS |
| *SPATIAL ORIENTATION, FORM 6* | | Adult | PRC |
| *SPATIAL VISUALIZATION, FORM CFT01A* | | GR 9 & up | SPS |
| *SRA MECHANICAL APTITUDE, FORM AH*<br>*Space Relations* | | High School & up | SRA |
| *STANDARDIZED ROAD-MAP TEST OF DIRECTION SENSE* | | 7-18 yrs. | JHP |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Mechanical Aptitude* | | GR 9 | STS |
| *WLW CULTURE FAIR INVENTORY* | F8 | Adult | PGP |
| V6 Verbal Comparing | | | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E*<br>*Part 2* | | GR K-3 | BMC |
| *CALIFORNIA ABBREVIATED WISC (INTELLECTUALLY GIFTED)*<br>*Similiarities* | | 8.0-13.6 yrs. | WPS |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 0*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 5-6.5 yrs. | CTB |

NITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *FORM BOARD, FORM AA* | | High School & up | PC | 13 | 11 | 8 | 5 | 6 | 3 | | GGGFFF |
| *LIGENCE TEST* | | 6-10 yrs. | GHC | 4 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *CFSO6A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *M CFSO4A* | | GR 9 & up | SPS | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *M 6* | | Adult | PRC | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ORM CFTO1A* | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM AH* | | High School & up | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| *ST OF DIRECTION SENSE* | | 7-18 yrs. | JHP | 9 | 12 | 3 | 5 | 5 | 0 | | FGPFFP |
| *T TEST* | | GR 9 | STS | 6 | 10 | 4 | 7 | 7 | 0 | | PFPFGP |
| *RY* | F8 | Adult | PGP | | | | | | | | |
| | | | | | | | | | | | |
| *ENCE TEST: PRIMARY BATTERY, FORM E* | | GR K-3 | BMC | 2 | 6 | 1 | 0 | 6 | 0 | | PFPPFP |
| *ISC (INTELLECTUALLY GIFTED)* | | 8.0-<br>13.6 yrs. | WPS | 7 | 10 | 3 | 3 | 2 | 0 | | PFPPPP |
| *ST OF MENTAL MATURITY: LEVEL 0*<br>*ical Reasoning* | V9<br>V16 | 5-6.5 yrs. | CTB | 3 | 5 | 4 | 3 | 7 | 0 | | PPPPGP |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 5.5-<br>9.5 yrs. | CTB | 5 | 6 | 3 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1H*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 7.5-<br>10.5 yrs. | CTB | 5 | 8 | 4 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 8.5-<br>12.5 yrs. | CTB | 5 | 8 | 3 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 10.5-<br>13.5 yrs. | CTB | 5 | 9 | 4 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 11.5-<br>14.5 yrs. | CTB | 5 | 9 | 3 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 13.5-<br>18.5 yrs. | CTB | 5 | 9 | 4 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 5*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 18 yrs.<br>& up | CTB | 5 | 12 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 0, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 5-7 yrs. | CTB | 3 | 5 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 6-9.5 yrs. | CTB | 5 | 6 | 3 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 8.5-<br>12.5 yrs. | CTB | 5 | 7 | 3 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 11.5-<br>15.5 yrs. | CTB | 5 | 8 | 3 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 13.5-<br>18.5 yrs. | CTB | 5 | 8 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V9<br>V16 | 18 yrs.<br>& up | CTB | 7 | 11 | 4 |
| *COMMON NEEDS, FORM HNO1A* | | Adult | SPS | 2 | 8 | 1 |

| CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| MENTAL MATURITY: LEVEL 1<br>easoning | V9<br>V16 | 5.5-<br>9.5 yrs. | CTB | 5 | 6 | 3 | 4 | 7 | 0 | | PFPPGP |
| MENTAL MATURITY: LEVEL 1H<br>easoning | V9<br>V16 | 7.5-<br>10.5 yrs. | CTB | 5 | 8 | 4 | 3 | 7 | 0 | | PFPPGP |
| MENTAL MATURITY: LEVEL 2<br>easoning | V9<br>V16 | 8.5-<br>12.5 yrs. | CTB | 5 | 8 | 3 | 4 | 7 | 0 | | PFPPGP |
| MENTAL MATURITY: LEVEL 2H<br>easoning | V9<br>V16 | 10.5-<br>13.5 yrs. | CTB | 5 | 9 | 4 | 3 | 7 | 0 | | PFPPGP |
| MENTAL MATURITY: LEVEL 3<br>easoning | V9<br>V16 | 11.5-<br>14.5 yrs. | CTB | 5 | 9 | 3 | 3 | 7 | 0 | | PFPPGP |
| MENTAL MATURITY: LEVEL 4<br>easoning | V9<br>V16 | 13.5-<br>18.5 yrs. | CTB | 5 | 9 | 4 | 4 | 7 | 0 | | PFPPGP |
| MENTAL MATURITY: LEVEL 5<br>easoning | V9<br>V16 | 18 yrs.<br>& up | CTB | 5 | 12 | 4 | 4 | 7 | 0 | | PGPPGP |
| RITY: LEVEL 0, LONG FORM<br>easoning | V9<br>V16 | 5-7 yrs. | CTB | 3 | 5 | 4 | 3 | 7 | 0 | | PPPPGP |
| RITY: LEVEL 1, LONG FORM<br>easoning | V9<br>V16 | 6-9.5 yrs. | CTB | 5 | 6 | 3 | 4 | 7 | 0 | | PFPPGP |
| RITY: LEVEL 2, LONG FORM<br>easoning | V9<br>V16 | 8.5-<br>12.5 yrs. | CTB | 5 | 7 | 3 | 4 | 7 | 0 | | PFPPGP |
| RITY: LEVEL 3, LONG FORM<br>easoning | V9<br>V16 | 11.5-<br>15.5 yrs. | CTB | 5 | 8 | 3 | 4 | 7 | 0 | | PFPPGP |
| RITY: LEVEL 4, LONG FORM<br>easoning | V9<br>V16 | 13.5-<br>18.5 yrs. | CTB | 5 | 8 | 4 | 4 | 7 | 0 | | PFPPGP |
| RITY: LEVEL 5, LONG FORM<br>easoning | V9<br>V16 | 18 yrs.<br>& up | CTB | 7 | 11 | 4 | 4 | 7 | 0 | | PGPPGP |
| | | Adult | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

## 25 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *CONCEPTUAL STYLE TEST* | V2 | GR 1-6 | JK | |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 11* | S6<br>F6 | 11-18 yrs. | BEM | 11 |
| *DETROIT RETAIL SELLING INVENTORY*<br>*Intelligence* | | High School & Adult | BEM | 6 |
| *DIFFERENCES, FORM HAO2A* | | GR 9 & up | SPS | 4 |
| *ESSENTIAL JUNIOR INTELLIGENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | |
| *EVALUATION OF COMPARISONS, FORM EL11A* | V17 | Adult | SPS | |
| *JASTAK TEST*<br>*Verbal Reasoning* | | GR 7-9 | WPS | 5 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test G1* | | 11.5-15.5 yrs. | PPI | 3 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 4* | | 9.5-10.5 yrs. | OBL | 6 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Clerical Checking* | | GR 9-12 | PTO | 2 |
| *PAIRED SIMILARITIES, FORM HRO1A* | | Adult | SPS | 6 |
| *PERCEPTUAL RELATIONS NAMING, FORM RPRO3A* | | Adult | SPS | 4 |
| *PINTNER-CUNNINGHAM PRIMARY TEST, FORM A*<br>*Test 3: Associated Objects* | | 5-7 yrs. | HBJ | 6 |
| *REMOTE VERBAL SIMILARITIES, FORM RCSO2B* | | Adult | SPS | 4 |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | V2 | GR 1-6 | JK | | | | | | | | |
| *S EXAMINATION, GRADES 6-12, FORM A* | S6<br>F6 | 11-18 yrs. | BEM | 11 | 9 | 4 | 4 | 7 | 0 | | FFPPGP |
| *NVENTORY* | | High School & Adult | BEM | 6 | 8 | 5 | 6 | 6 | 0 | | PFFFFP |
| | | GR 9 & up | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *GENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | | | | | | | | |
| *S, FORM EL11A* | V17 | Adult | SPS | | | | | | | | |
| | | GR 7-9 | WPS | 5 | 9 | 2 | 6 | 7 | 0 | | PFPFGP |
| *E OF ACADEMIC POTENTIAL, 7th ED.* | | 11.5-15.5 yrs. | PPI | 3 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *TEST* | | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *TITUDES AND ABILITIES* | | GR 9-12 | PTO | 2 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| *M HRO1A* | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ING, FORM RPRO3A* | | Adult | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RY TEST, FORM A*<br>*Objects* | | 5-7 yrs. | HBJ | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *ES, FORM RCSO2B* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SENTENCE PAIRS, FORM HC01A* | | Adult | SPS | 4 | 10 |
| *SIMILARITIES, FORM CMT02B* | | GR 9 & up | SPS | 9 | 10 |
| *VERBAL RELATIONS NAMING, RCR02A* | | Adult | SPS | 6 | 9 |
| S6 Symbolic Comparing | | | | | |
| *APTITUDE TESTS FOR OCCUPATIONS, FORM A*<br>*Clerical Routine* | | GR 9 & up | CTB | 12 | 12 |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 7: Name Comparison* | | 11-15 yrs. | IPR | 4 | 6 |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 4: Comparison* | | 16 yrs. & up | IPR | 6 | 9 |
| *BEST LETTER SET, FORM ESS03A* | | GR 9 & up | SPS | 0 | 7 |
| *CODE ANALYSIS* | | Adult | SPS | 0 | 6 |
| *COGNITIVE ABILITIES TEST, PRIMARY I FORM*<br>*Test 4* | | 5-8 yrs. | HMC | 7 | 11 |
| *COGNITIVE ABILITIES TEST, PRIMARY II FORM*<br>*Test 4* | | 6-8 yrs. | HMC | 5 | 11 |
| *DERIVATIONS, FORM ESU08A* | | GR 9 & up | SPS | 4 | 9 |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 11* | V6 | 11-18 yrs | BEM | | |
| *DETROIT INTELLIGENCE TEST (PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST), FORM A*<br>*Subtest 7* | | GR 2-4 | BEM | 4 | 10 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 9 | 10 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | | | | | | | | | | |
| *FORM A* | | GR 9 & up | CTB | 12 | 12 | 6 | 3 | 6 | 0 | | GGFPFP |
| | | 11-15 yrs. | IPR | 4 | 6 | 3 | 3 | 6 | 0 | | PFPPFP |
| | | 16 yrs. & up | IPR | 6 | 9 | 2 | 3 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 0 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 0 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |
| *Y I FORM* | | 5-8 yrs. | HMC | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *Y II FORM* | | 6-8 yrs. | HMC | 5 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ATION, GRADES 6-12, FORM A* | V6 | 11-18 yrs | BEM | | | | | | | | |
| *C SCHOOL PRIMARY INTELLIGENCE* | | GR 2-4 | BEM | 4 | 10 | 3 | 2 | 7 | 3 | | PFPPGF |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *DETROIT RETAIL SELLING INVENTORY*<br>*Checking* | | High School & up | BEM | 8 |
| *EMPLOYEE APTITUDE SURVEY, FORM A*<br>*Visual Speed and Accuracy* | | 16 yrs. & up | PS | 12 |
| *FINDING LETTER TRANSFORMATIONS, FORM CST01A* | | GR 9 & up | SPS | 4 |
| *JUDGING MATHEMATICAL EXPRESSIONS, FORM EST04A* | | GR 9 & up | SPS | 4 |
| *JUMBLED WORDS, FORM EST03A* | S17 | GR 9 & up | SPS | [illegible] |
| *KIT OF REFERENCE TESTS*<br>*P-2 (Perceptual Speed: Number Comparison Test)* | | GR 6-16 | ETS | 4 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test CD4* | | 7.5-10.5 yrs. | PPI | 5 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D1* | | 9.5-12.5 yrs. | PPI | 5 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Balance Beam* | | GR 1 | ETS | 6 |
| *MOST SIMILAR SETS, FORM ESS02A* | | GR 9 & up | SPS | 2 |
| *PERSONNEL TEST, FORM A* | V16 | 20-65 yrs. | WPS | |
| *REVISED BETA EXAMINATION*<br>*Test 6* | F6 | Adult | PC | 6 |
| *SEEING LETTER CHANGES, FORM CST04A* | | GR 9 & up | SPS | 6 |
| *SIMILAR PAIRS, FORM ESR04A* | | GR 9 & up | SPS | 6 |

COGNITIVE SUMMARY TEST EVALUATIONS

| ONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriet, Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ING INVENTORY* | | High School & up | BEM | 8 | 6 | 4 | 6 | 6 | 0 | | FFPFFP |
| *URVEY, FORM A*<br>*nd Accuracy* | | 16 yrs. & up | PS | 12 | 10 | 7 | 4 | 7 | 4 | | GFFPGG |
| *SFORMATIONS, FORM CSTO1A* | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *L EXPRESSIONS, FORM ESTO4A* | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ESTO3A* | S17 | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *STS*<br>*Speed: Number Comparison Test)* | | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *EASURE OF ACADEMIC POTENTIAL, 7th ED.* | | 7.5-10.5 yrs. | PPI | 5 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| *EASURE OF ACADEMIC POTENTIAL, 7th ED.* | | 9.5-12.5 yrs. | PPI | 5 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| *GRADERS* | | GR 1 | ETS | 6 | 10 | 0 | 4 | 6 | 0 | | PFPPFP |
| *FORM ESSO2A* | | GR 9 & up | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *M A* | V16 | 20-65 yrs. | WPS | | | | | | | | |
| *ATION* | F6 | Adult | PC | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *ES, FORM CSTO4A* | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ESRO4A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *WAY-OUT NUMBERS, FORM ESS07A* | | GR 9 & up | SPS | 6 | 10 | 1 |
| *WORD GROUPS, FORM RPS02A* | | Adult | SPS | 5 | 11 | 1 |
| F6 Figural-Spatial Comparing | | | | | | |
| *ACADEMIC APTITUDE TEST (NON-VERBAL)*<br>*Test 1* | F5 | GR 7 & up | PA | | | |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY I, FORM A*<br>*Test 6* | | GR 1 | HBJ | 5 | 4 | 1 |
| *ANGLE ESTIMATION, FORM EFR06A* | | Adult | SPS | 4 | 8 | 0 |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 8: Figure Perception* | | 11-15 yrs. | IPR | 4 | 7 | 3 |
| *ART JUDGMENT* | | GR 7-12 & Adult | BERS | 9 | 13 | 4 |
| *BEST MAP PLACEMENT, FORM EFS01A* | | Adult | SPS | 2 | 9 | 1 |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Non-Verbal Scale I, Subtest 8* | | 8-11 yrs. | GHC | 2 | 6 | 1 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 5* | | 7-13 yrs. | PC | 6 | 8 | 0 |
| *CLOSEST SPATIAL SERIES, FORM EFS02A* | | Adult | SPS | 4 | 10 | 1 |
| *CONCEPT ASSESSMENT KIT - CONSERVATION, FORM A* | | 4-8 yrs. | EITS | 10 | 12 | 6 |
| *CONCEPT ASSESSMENT KIT - CONSERVATION, FORM C* | | 4-8 yrs. | EITS | 8 | 12 | 3 |

| CATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 5 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | | | | | | | | | | |
| AL) | F5 | GR 7 & up | PA | | | | | | | | |
| PRIMARY BATTERY I, FORM A | | GR 1 | HBJ | 5 | 4 | 1 | 0 | 6 | 3 | * | PPPPFF |
| | | Adult | SPS | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| on | | 11-15 yrs. | IPR | 4 | 7 | 3 | 3 | 6 | 0 | | PFPPFP |
| | | GR 7-12 & Adult | BERS | 9 | 13 | 4 | 6 | 7 | 0 | | FGPFGP |
| | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| A<br>8 | | 8-11 yrs. | GHC | 2 | 6 | 1 | 0 | 7 | 4 | | PFPPGG |
| | | 7-13 yrs. | PC | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| 02A | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| ATION, FORM A | | 4-8 yrs. | EITS | 10 | 12 | 6 | 4 | 4 | 4 | | FGFPFG |
| ATION, FORM C | | 4-8 yrs. | EITS | 8 | 12 | 3 | 4 | 4 | 0 | | FGPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 1, Test 8: Similarities* | | 4-8 yrs. | IPAT | 6 |
| *DESIGN JUDGMENT TEST* | | High School & up | PC | 8 |
| *DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST, REVISED FORM*<br>*Test 3* | | 6-7 yrs. | BEM | 4 |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 11* | V6 | 11-18 yrs. | BEM | |
| *DETROIT INTELLIGENCE TEST (PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST), FORM A*<br>*Subtest 1* | | GR 2-4 | BEM | 6 |
| *DEVELOPMENTAL TEST OF VISUAL PERCEPTION*<br>*Test IV a* | | 4-8 yrs. | CPP | 6 |
| *DEVELOPMENTAL TEST OF VISUAL PERCEPTION*<br>*Test IV b* | | 4-8 yrs. | CPP | 6 |
| *EXPERIMENTAL COMPARATIVE PREDICTION BATTERIES*<br>*Book B: Similar Figures Test* | | High School & College | ETS | 7 |
| *FIGURE ESTIMATION, FORM EFO5A* | | Adult | SPS | 4 |
| *FIGURE MATCHING, FORM EFCO3A* | | GR 9 & up | SPS | 2 |
| *FLAGS: A TEST OF SPACE THINKING* | | Adult | IRC | 6 |
| *FLANAGAN APTITUDE CLASSIFICATION TESTS (VOCATIONAL)*<br>*Test 1: Inspection* | | GR 9-12 | SRA | 9 |
| *FLANAGAN APTITUDE CLASSIFICATION TESTS (VOCATIONAL)*<br>*Test 8: Components* | | GR 9-12 | SRA | 7 |
| *FLANAGAN INDUSTRIAL TESTS, FORM A*<br>*Components* | | 18 yrs. & up | SRA | 7 |

ITIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TEST, FORM A*<br>*ilarities* | | 4-8 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| | | High School & up | PC | 8 | 12 | 3 | 3 | 7 | 0 | | FGPPGP |
| *ADE INTELLIGENCE TEST, REVISED FORM* | | 6-7 yrs. | BEM | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *XAMINATION, GRADES 6-12, FORM A* | V6 | 11-18 yrs. | BEM | | | | | | | | |
| *(PUBLIC SCHOOL PRIMARY INTELLIGENCE* | | GR 2-4 | BEM | 6 | 10 | 3 | 2 | 7 | 3 | | PFPPGF |
| *AL PERCEPTION* | | 4-8 yrs. | CPP | 6 | 10 | 1 | 0 | 4 | 0 | | PFPPFP |
| *AL PERCEPTION* | | 4-8 yrs. | CPP | 6 | 10 | 1 | 0 | 4 | 0 | | PFPPFP |
| *REDICTION BATTERIES*<br>*res Test* | | High School & College | ETS | 7 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| *05A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *3A* | | GR 9 & up | SPS | 2 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *INKING* | | Adult | IRC | 6 | 12 | 1 | 4 | 6 | 0 | | PGPPFP |
| *CATION TESTS (VOCATIONAL)* | | GR 9-12 | SRA | 9 | 11 | 4 | 6 | 7 | 0 | | FGPFGP |
| *CATION TESTS (VOCATIONAL)* | | GR 9-12 | SRA | 7 | 11 | 4 | 6 | 7 | 0 | | PGPFGP |
| *FORM A* | | 18 yrs. & up | SRA | 7 | 11 | 4 | 6 | 7 | 0 | | PGPFGP |

HIGHER-ORDER COGNITIVE SUMMARY T

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *FLANAGAN INDUSTRIAL TESTS, FORM A*<br>*Inspection* | | 18 yrs. & up | SRA | 9 | 11 | 4 |
| *JUDGING FIGURAL COMBINATIONS, FORM EFU03A* | | Adult | SPS | 4 | 8 | 1 |
| *JUDGING REARRANGEMENTS, FORM EFT03A* | | Adult | SPS | 4 | 11 | 1 |
| *JUDGMENT OF SIZE, FORM EFU04A* | | Adult | SPS | 6 | 11 | 1 |
| *KIT OF REFERENCE TESTS*<br>*Le-1 (Length Estimation: Estimation of Length Test)* | | GR 6-16 | ETS | 4 | 11 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Le-2 (Length Estimation: Shortest Road Test)* | | GR 6-16 | ETS | 6 | 11 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Le-3 (Length Estimation: Nearer Point Test)* | | GR 6-16 | ETS | 4 | 11 | 0 |
| *KIT OF REFERENCE TESTS*<br>*P-3 (Perceptual Speed: Identical Pictures Test)* | | GR 6-16 | ETS | 6 | 11 | 0 |
| *KIT OF REFERENCE TESTS*<br>*S-2 (Spatial Orientation: Cube Comparisons Test)* | | GR 8-16 | ETS | 6 | 12 | 0 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test A7* | | 6-7.5 yrs. | PPI | 9 | 9 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test B2* | | 6.5-9.5 yrs. | PPI | 9 | 9 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test CD7* | | 7.5-10.5 yrs. | PPI | 7 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test D7* | | 9.5-12.5 yrs. | PPI | 7 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test K6* | | 5-6.5 yrs. | PPI | 11 | 11 | 1 |

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *, FORM A* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 6 | 7 | 0 | | FGPFGP |
| *NS, FORM EFU03A* | | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RM EFT03A* | | Adult | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *04A* | | Adult | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *on: Estimation of Length Test)* | | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *on: Shortest Road Test)* | | GR 6-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *on: Nearer Point Test)* | | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *: Identical Pictures Test)* | | GR 6-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *ion: Cube Comparisons Test)* | | GR 8-16 | ETS | 6 | 12 | 0 | 1 | 6 | 4 | | PGPPFG |
| *OF ACADEMIC POTENTIAL, 7th ED* | | 6-7.5 yrs. | PPI | 9 | 9 | 1 | 1 | 7 | 0 | | FFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED* | | 6.5-9.5 yrs. | PPI | 9 | 9 | 1 | 1 | 7 | 0 | | FFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED* | | 7.5-10.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED* | | 9.5-12.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED* | | 5-6.5 yrs. | PPI | 11 | 11 | 1 | 1 | 7 | 0 | | FGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *KUHLMANN-FINCH TEST I*<br>*Subtest 5* | | GR 1 | AGS | 3 | 7 |
| *LEAST MOVEMENT, FORM EFT04A* | | Adult | SPS | 8 | 10 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Conservation Problem* | | GR 1 | ETS | 6 | 10 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Time Concepts (Exercises 2, 3, & 5)* | | GR 1 | ETS | 6 | 11 |
| *MULTIPLE APTITUDE TESTS*<br>*Test 8* | | GR 7-13 | CTB | 7 | 12 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Object Inspection* | | GR 9-12 | PTO | 4 | 6 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Visualization in Two Dimensions* | | GR 9-12 | PTO | 6 | 8 |
| *NEAREST FIGURAL RELATIONS, FORM EFR04A* | | Adult | SPS | 4 | 9 |
| *NLSMA SCALES: VOL. 2, PART A (p. 45), FORM 115*<br>*Picture Differences*<br>*Fall Year 1 Test Battery, Grade 7* | | GR 7 | SMSG | 8 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 47), FORM 125*<br>*Picture Differences*<br>*Fall Year 1 Test Battery, Grade 10* | | GR 10 | SMSG | 8 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 105), FORM 271*<br>*Hidden Figures 2*<br>*Fall Year 2 Test Battery, Grade 11* | | GR 11 | SMSG | 6 | 10 |
| *NON-VERBAL TESTS*<br>*Test DH* | F16 | 8-11 yrs. | NEPC | | |
| *PERCEPTUAL RELATION JUDGMENTS, FORM EFR05A* | | Adult | SPS | 6 | 7 |
| *PINTNER-CUNNINGHAM PRIMARY TEST, FORM A*<br>*Test 6: Picture Completion* | | 5-7 yrs. | HBJ | 4 | 10 |

GNITIVE SUMMARY TEST EVALUATIONS

| **OMIC CATEGORY ST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 1 | AGS | 3 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |
| *EFTO4A* | | Adult | SPS | 8 | 10 | 1 | 1 | 6 | 0 | | FFPPFP |
| *RADERS*<br>*blem* | | GR 1 | ETS | 6 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *RADERS*<br>*xercises 2, 3, & 5)* | | GR 1 | ETS | 6 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| *TS* | | GR 7-13 | CTB | 7 | 12 | 4 | 6 | 7 | 0 | | PGPFGP |
| *APTITUDES AND ABILITIES*<br>*n* | | GR 9-12 | PTO | 4 | 6 | 0 | 0 | 6 | 0 | | PFPPFP |
| *APTITUDES AND ABILITIES*<br>*Two Dimensions* | | GR 9-12 | PTO | 6 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| *IONS, FORM EFRO4A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *, PART A (p. 45), FORM 115*<br>*ces*<br>*Battery, Grade 7* | | GR 7 | SMSG | 8 | 10 | 0 | 1 | 5 | 0 | | FFPPFP |
| *(p. 47), FORM 125*<br>*ces*<br>*Battery, Grade 10* | | GR 10 | SMSG | 8 | 10 | 0 | 1 | 5 | 0 | | FFPPFP |
| *(p. 105), FORM 271*<br>*Battery, Grade 11* | | GR 11 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| | F16 | 8-11 yrs. | NEPC | | | | | | | | |
| *UDGMENTS, FORM EFRO5A* | | Adult | SPS | 6 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *IMARY TEST, FORM A*<br>*Completion* | | 5-7 yrs. | HBJ | 4 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |

HIGHER-ORDER COGNITIVE SUMM

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PRIMARY MENTAL ABILITIES, K-1*<br>*Perceptual Speed Test* | | 5-7 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, K-1*<br>*Spatial Relations Test* | | 5-7 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 2-4*<br>*Perceptual Speed Test* | | 7-10 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 2-4*<br>*Spatial Relations Test* | | 7-10 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 4-6*<br>*Perceptual Speed Test* | | 9-13 yrs. | SRA | 7 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 4-6*<br>*Spatial Relations Test* | | 9-13 yrs. | SRA | 7 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 6-9*<br>*Spatial Relations Test* | | 10-16 yrs. | SRA | 7 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 9-12 AND ADULT*<br>*Spatial Relations Test* | | 12 yrs. & up | SRA | 7 | 11 |
| *PURDUE NON-LANGUAGE PERSONNEL TEST, FORM A-S* | F8 | Adult | UBS | | |
| *REVISED BETA EXAMINATION*<br>*Test 6* | S6 | Adult | PC | | |
| *SIMILAR ORIENTATIONS, FORM EFSO5A* | | Adult | SPS | 8 | 9 |
| *STANDARD PROGRESSIVE MATRICES*<br>*Set A* | | 6-65 yrs. | PC | 6 | 8 |
| *TAYLOR-HELMSTADTER SCALE OF AESTHETIC JUDGMENT* | | 4-5 yrs. | UTS | 5 | 8 |
| V7 Verbal Sequencing | | | | | |

HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS —— 32

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ES, K-1<br>est* | | 5-7 yrs. | SRA | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *ES, K-1<br>Test* | | 5-7 yrs. | SRA | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *ES, GRADES 2-4<br>est* | | 7-10 yrs. | SRA | 6 | 11 | 2 | 1 | 6 | 0 | | PGPPFP |
| *ES, GRADES 2-4<br>Test* | | 7-10 yrs. | SRA | 6 | 11 | 2 | 1 | 6 | 0 | | PGPPFP |
| *S, GRADES 4-6<br>est* | | 9-13 yrs. | SRA | 7 | 11 | 4 | 4 | 7 | 0 | | PGPPGP |
| *S, GRADES 4-6<br>Test* | | 9-13 yrs. | SRA | 7 | 11 | 2 | 1 | 7 | 0 | | PGPPGP |
| *S, GRADES 6-9<br>Test* | | 10-16 yrs. | SRA | 7 | 11 | 2 | 1 | 7 | 0 | | PGPPGP |
| *S, GRADES 9-12 AND ADULT<br>Test* | | 12 yrs. & up | SRA | 7 | 11 | 2 | 1 | 7 | 0 | | PGPPGP |
| *SONNEL TEST, FORM A-S* | F8 | Adult | UBS | | | | | | | | |
| *N* | S6 | Adult | PC | | | | | | | | |
| *ORM EFSO5A* | | Adult | SPS | 8 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| *TRICES* | | 6-65 yrs. | PC | 6 | 8 | 2 | 2 | 5 | 0 | | PFPPFP |
| *E OF AESTHETIC JUDGMENT* | | 4-5 yrs. | UTS | 5 | 8 | 0 | 1 | 4 | 0 | | PFPPFP |
| | | | | | | | | | | | |

## 33 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *ACER INTERMEDIATE TEST A* | V16 | 10.0-14.0 yrs. | ACER | |
| *ACER INTERMEDIATE TEST D* | V16 | 10.0-14.0 yrs. | ACER | |
| *ACER JUNIOR A TEST* | V16 | 8.6-12.0 yrs. | ACER | |
| *ACER JUNIOR NON-VERBAL TEST*<br>*Test 1* | | 8-11 yrs. | ACER | 6 |
| *ACER LOWER GRADES GENERAL ABILITY SCALE*<br>*Test 2* | | GR 2 | ACER | 7 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: ADVANCED BATTERY, FORM D* | V16 | GR 7-9 | BMC | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: HIGH SCHOOL BATTERY, FORM D* | V16 | GR 10-12 | BMC | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: INTERMEDIATE BATTERY, FORM D* | V16 | GR 4-6 | BMC | |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY I, FORM A*<br>*Test 7* | | GR 1 | HBJ | 5 |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY II, FORM A*<br>*Test 7* | | GR 2-3 | HBJ | 7 |
| *BEST TREND NAME, FORM EMR01A* | V17 | GR 9 & up | SPS | |
| *CALIFORNIA ABBREVIATED WISC, (EDUCABLE MENTALLY RETARDED)*<br>*Picture Arrangement* | | 8.0-13.6 yrs. | WPS | 9 |
| *CALIFORNIA ABBREVIATED WISC, (INTELLECTUALLY GIFTED)*<br>*Picture Arrangement* | | 8.0-13.6 yrs. | WPS | 9 |
| *CHAIN ASSOCIATION, FORM CSX05A* | | Adult | SPS | 2 |

ITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |
| | V16 | 8.6-12.0 yrs. | ACER | | | | | | | | |
| , | | 8-11 yrs. | ACER | 6 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *BILITY SCALE* | | GR 2 | ACER | 7 | 9 | 2 | 3 | 6 | 0 | | PFPPFP |
| *E TEST: ADVANCED BATTERY, FORM D* | V16 | GR 7-9 | BMC | | | | | | | | |
| *E TEST: HIGH SCHOOL BATTERY, FORM D* | V16 | GR 10-12 | BMC | | | | | | | | |
| *E TEST: INTERMEDIATE BATTERY, FORM D* | V16 | GR 4-6 | BMC | | | | | | | | |
| *IAL: PRIMARY BATTERY I, FORM A* | | GR 1 | HBJ | 5 | 7 | 1 | 0 | 6 | 3 | | PFPPFF |
| *IAL: PRIMARY BATTERY II, FORM A* | | GR 2-3 | HBJ | 7 | 7 | 1 | 0 | 6 | 3 | | PFPPFF |
| *A* | V17 | GR 9 & up | SPS | | | | | | | | |
| *, (EDUCABLE MENTALLY RETARDED)* | | 8.0-13.6 yrs. | WPS | 9 | 10 | 3 | 3 | 2 | 0 | | FFPPPP |
| *, (INTELLECTUALLY GIFTED)* | | 8.0-13.6 yrs. | WPS | 9 | 10 | 3 | 3 | 2 | 0 | | FFPPPP |
| *05A* | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 7* | | 7-13 yrs. | PC | 6 | 8 | 0 |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 15* | V5 | 11-18 yrs. | BEM | 8 | 10 | 4 |
| *DETROIT INTELLIGENCE TEST (ADVANCED INTELLIGENCE TEST), FORM W*<br>*Part 8* | | High School & up | BEM | 6 | 10 | 0 |
| *KINGSTON TEST OF INTELLIGENCE, FORM A*<br>*Set 5* | | 10-12 yrs. | GHC | 6 | 8 | 0 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test B7* | | 6.5-<br>9.5 yrs. | PPI | 9 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test CD2* | | 7.5-<br>10.5 yrs. | PPI | 9 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D5* | | 8.5-<br>11.5 yrs. | PPI | 7 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test EF1* | | 10.5-<br>13.5 yrs. | PPI | 8 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test G5* | V8 | 11.5-<br>15.5 yrs. | PPI | 3 | 7 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test G7* | | 11.5-<br>15.5 yrs. | PPI | 5 | 8 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test H1* | V8 | 14.5-<br>18.5 yrs. | PPI | 5 | 7 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED*<br>*Test H3* | | 14.5-<br>18.5 yrs. | PPI | 5 | 8 | 1 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Sequence Cards* | | GR 1 | ETS | 8 | 10 | 0 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 7* | | 9.5-<br>10.5 yrs. | OBL | 6 | 8 | 1 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | 7-13 yrs. | PC | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| *TION, GRADES 6-12, FORM A* | V5 | 11-18 yrs. | BEM | 8 | 10 | 4 | 4 | 7 | 0 | | FFPPGP |
| *ED INTELLIGENCE TEST), FORM W* | | High School & up | BEM | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *RM A* | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *EMIC POTENTIAL, 7th ED.* | | 6.5-<br>9.5 yrs. | PPI | 9 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *EMIC POTENTIAL, 7th ED.* | | 7.5-<br>10.5 yrs. | PPI | 9 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *EMIC POTENTIAL, 7th ED..* | | 8.5-<br>11.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *EMIC POTENTIAL, 7th ED.* | | 10.5-<br>13.5 yrs. | PPI | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *EMIC POTENTIAL, 7th ED.* | V8 | 11.5-<br>15.5 yrs. | PPI | 3 | 7 | 1 | 1 | 7 | 0 | | PFPPGP |
| *EMIC POTENTIAL, 7th ED.* | | 11.5-<br>15.5 yrs. | PPI | 5 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *EMIC POTENTIAL, 7th ED.* | V8 | 14.5-<br>18.5 yrs. | PPI | 5 | 7 | 1 | 1 | 7 | 0 | | PFPPGP |
| *EMIC POTENTIAL, 7th ED.* | | 14.5-<br>18.5 yrs. | PPI | 5 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| | | GR 1 | ETS | 8 | 10 | 0 | 1 | 7 | 0 | | FFPPGP |
| | | 9.5-<br>10.5 yrs. | OBL | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

| **HLP TAXONOMIC CATEGORY<br>TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** |
|---|---|---|---|
| | | | |
| *MATRIX ORDER, FORM PRO1A* | | Adult | SPS |
| *MENTAL ABILITY: PRIMARY*<br>*Test 4* | | GR 2-3 | STS |
| *MODIFIED ALPHA EXAMINATION, FORM 9*<br>*Test F* | | High School & up | PC |
| *NAMING MEANINGFUL TRENDS, FORM NMU04A* | | GR 9 & up | SPS |
| *ORDERING I, FORM NMS01A* | | Adult | SPS |
| *ORGANIZATION OF IDEAS, FORM S* | V4 | College & Adult | RSG |
| *OTIS EMPLOYMENT TESTS*<br>*Test 2, Form A* | V16 | Adult | HBJ |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ |
| *OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY, FORM A*<br>*Tests 1 & 2* | V16 | 8 yrs. & up | HBJ |
| *OUTLINING, FORM P002A* | | Adult | SPS |
| *PICTURE ARRANGEMENT, FORM NMS02D* | | GR 9 & up | SPS |
| *PICTURE TEST A*<br>*Section 2* | | 7-8 yrs. | NEPC |
| *SEEING TRENDS, RI06A* | | GR 9 & up | SPS |

## COGNITIVE SUMMARY TEST EVALUATIONS

| ONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *RO1A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *MARY* | | GR 2-3 | STS | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| *INATION, FORM 9* | | High School & up | PC | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| *RENDS, FORM NMU04A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *O1A* | | Adult | SPS | 6 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *S, FORM S* | V4 | College & Adult | RSG | | | | | | | | |
| *TS* | V16 | Adult | HBJ | | | | | | | | |
| *ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | | | | | | |
| *ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | | | | | | |
| *RING TESTS OF MENTAL ABILITY, FORM A* | V16 | 8 yrs. & up | HBJ | | | | | | | | |
| *2A* | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM NMS02D* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 7-8 yrs. | NEPC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SENSITIVITY TO ORDER, FORM PRO2A* | | Adult | SPS | 4 |
| *SENTENCE ORDER, FORM NMSO3A* | | GR 9 & up | SPS | 4 |
| *SENTENCE SYNTHESIS, FORM CYO3A* | | Adult | SPS | 4 |
| *SEQUENTIAL ASSOCIATION, HRO2A* | | Adult | SPS | 6 |
| *SIMPLEX GROUP INTELLIGENCE SCALE*<br>*Tests 6A & 6B* | | 9 yrs.-Adult | GHC | 5 |
| *TEMPORAL ORDERING, FORM NMSO4A* | | GR 9 & up | SPS | 8 |
| *VERBAL TESTS*<br>*Test BC* | V16 | 8-10 yrs. | NEPC | |
| *WORD MATRICES, FORM CYO5A* | | Adult | SPS | 5 |
| *WORD MATRIX TEST, FORM CMRO2A* | | GR 9 & up | SPS | 2 |
| S7 Symbolic Sequencing | | | | |
| *ACADEMIC ALERTNESS (AA), FORM A* | V16 | Adult | PRA | |
| *ACER ADVANCED TEST N* | V16 | 16 yrs. & up | ACER | |
| *ACER INTERMEDIATE TEST A* | V16 | 10.0-14.0 yrs. | ACER | |
| *ACER INTERMEDIATE TEST D* | V16 | 10.0-14.0 yrs. | ACER | |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| O2A | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| A | | Adult | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 6 | 10 | 1 | 1 | 5 | 0 | | PFPPFP |
| ALE | | 9 yrs.- Adult | GHC | 5 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| A | | GR 9 & up | SPS | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| | V16 | 8-10 yrs. | NEPC | | | | | | | | |
| | | Adult | SPS | 5 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | | | | | | | | | | |
| A | V16 | Adult | PRA | | | | | | | | |
| | V16 | 16 yrs. & up | ACER | | | | | | | | |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |

37 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *ACER JUNIOR B TEST*<br>*Test 4* | | 8.6-12.0 yrs. | ACER | 7 |
| *ACER JUNIOR NON-VERBAL TEST*<br>*Test 2* | | 8-11 yrs. | ACER | 9 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: ADVANCED BATTERY, FORM D* | V16 | GR 7-9 | BMC | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: HIGH SCHOOL BATTERY, FORM D* | V16 | GR 10-12 | BMC | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: INTERMEDIATE BATTERY, FORM D* | V16 | GR 4-6 | BMC | |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY II, FORM A*<br>*Test 5* | F7 | GR 2-3 | HBJ | 9 |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 1: Reasoning* | V16 | 11-15 yrs. | IPR | |
| *CALIFORNIA ALGEBRA APTITUDE TEST*<br>*Part III: Number Series* | | GR 9 | AGS | 9 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM*<br>*Tests 6, 7: Numerical Reasoning* | V16 | 6-9.5 yrs. | CTB | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | V16 | 8.5-12.5 yrs. | CTB | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | V16 | 11.5-15.5 yrs. | CTB | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | V16 | 13.5-18.5 yrs. | CTB | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | V16 | 18 yrs. & up | CTB | |
| *CANADIAN ACADEMIC APTITUDE TEST*<br>*Part II: Mathematical Reasoning* | V16 | GR 8-9 | OISE | |

## NITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | 8.6-12.0 yrs. | ACER | 7 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| *TEST* | | 8-11 yrs. | ACER | 9 | 8 | 2 | 1 | 7 | 0 | | FFPPGP |
| *IGENCE TEST: ADVANCED BATTERY, FORM D* | V16 | GR 7-9 | BMC | | | | | | | | |
| *IGENCE TEST: HIGH SCHOOL BATTERY, FORM D* | V16 | GR 10-12 | BMC | | | | | | | | |
| *IGENCE TEST: INTERMEDIATE BATTERY,* | V16 | GR 4-6 | BMC | | | | | | | | |
| *OTENTIAL: PRIMARY BATTERY II, FORM A* | F7 | GR 2-3 | HBJ | 9 | 9 | 2 | 0 | 6 | 3 | | FFPPFF |
| *)*<br>*ning* | V16 | 11-15 yrs. | IPR | | | | | | | | |
| *TITUDE TEST*<br>*Series* | | GR 9 | AGS | 9 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| *NTAL MATURITY: LEVEL 1, LONG FORM*<br>*erical Reasoning* | V16 | 6-9.5 yrs. | CTB | | | | | | | | |
| *NTAL MATURITY: LEVEL 2, LONG FORM*<br>*Numerical Reasoning* | V16 | 8.5-12.5 yrs. | CTB | | | | | | | | |
| *NTAL MATURITY: LEVEL 3, LONG FORM*<br>*Numerical Reasoning* | V16 | 11.5-15.5 yrs. | CTB | | | | | | | | |
| *NTAL MATURITY: LEVEL 4, LONG FORM*<br>*Numerical Reasoning* | V16 | 13.5-18.5 yrs. | CTB | | | | | | | | |
| *NTAL MATURITY: LEVEL 5, LONG FORM*<br>*Numerical Reasoning* | V16 | 18 yrs. & up | CTB | | | | | | | | |
| *ITUDE TEST*<br>*atical Reasoning* | V16 | GR 8-9 | OISE | | | | | | | | |

HIGHER-ORDER COGNITIVE SUMMAR

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** | **Examinee Appropriateness** | **Normed Excell** |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *CANADIAN ACADEMIC APTITUDE TEST*<br>*Part III: Non-Verbal Reasoning* | F16 | GR 8-9 | OISE | | | |
| *COMPUTER PROGRAMMER APTITUDE BATTERY*<br>*Diagramming* | | College & Adult | SRA | 11 | 12 | 4 |
| *CORRECT LETTER ORDERS, FORM ESSO4A* | | GR 9 & up | SPS | 2 | 8 | 1 |
| *CORRECT NUMBER SERIES, FORM ESSO5A* | | GR 9 & up | SPS | 2 | 8 | 1 |
| *D 48 TEST* | S16 | GR 5 & up | CPP | | | |
| *DETROIT INTELLIGENCE TEST (ADVANCED INTELLIGENCE TEST), FORM W*<br>*Part 4* | | High School & up | BEM | 6 | 10 | 0 |
| *DETROIT INTELLIGENCE TEST (PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST), FORM A*<br>*Subtest 6* | | GR 2-4 | BEM | 6 | 10 | 3 |
| *DETROIT INTELLIGENCE TEST (ALPHA INTELLIGENCE TEST), FORM S*<br>*Part 8* | | GR 4-8 | BEM | 6 | 10 | 0 |
| *DISARRANGED WORDS* | | Adult | SPS | 4 | 9 | 1 |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: ADVANCED LEVEL, FORM A* | V16 | GR 10-13 | OISE | | | |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: INTERMEDIATE LEVEL, FORM A* | V16 | GR 7-9 | OISE | | | |
| *EMPLOYEE APTITUDE SURVEY, FORM A*<br>*Numerical Reasoning* | | 16 yrs. & up | PS | 12 | 10 | 5 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, COLLEGE LEVEL, FORM A* | V16<br>V5 | GR 13-17 | HMC | 9 | 10 | 6 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 6-9, FORM A* | V16 | GR 6-9 | HMC | | | |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ST*<br>*asoning* | F16 | GR 8-9 | OISE | | | | | | | | |
| *ATTERY* | | College & Adult | SRA | 11 | 12 | 4 | 5 | 6 | 0 | | FGPFFP |
| *SO4A* | | GR 9 & up | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *SO5A* | | GR 9 & up | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | S16 | GR 5 & up | CPP | | | | | | | | |
| *ANCED INTELLIGENCE TEST), FORM W* | | High School & up | BEM | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *LIC SCHOOL PRIMARY INTELLIGENCE* | | GR 2-4 | BEM | 6 | 10 | 3 | 2 | 7 | 3 | | PFPPGF |
| *HA INTELLIGENCE TEST), FORM S* | | GR 4-8 | BEM | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *G CAPACITY: ADVANCED LEVEL, FORM A* | V16 | GR 10-13 | OISE | | | | | | | | |
| *G CAPACITY: INTERMEDIATE LEVEL,* | V16 | GR 7-9 | OISE | | | | | | | | |
| *A* | | 16 yrs. & up | PS | 12 | 10 | 5 | 4 | 7 | 4 | | GFFPGG |
| *TAL ABILITY, COLLEGE LEVEL, FORM A* | V16<br>V5 | GR 13-17 | HMC | 9 | 10 | 6 | 4 | 6 | 3 | | FFFPFF |
| *TAL ABILITY, GRADES 6-9, FORM A* | V16 | GR 6-9 | HMC | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 9-12, FORM A* | V16 | GR 9-12 | HMC | | |
| *KINGSTON TEST OF INTELLIGENCE, FORM A*<br>*Set 1* | | 10-12 yrs. | GHC | 6 | 8 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test G2* | | 11.5-15.5 yrs. | PPI | 7 | 10 |
| *KUHLMANN-FINCH JUNIOR HIGH SCHOOL TEST*<br>*Subtest 3* | | GR 7-9 | AGS | 8 | 8 |
| *KUHLMANN-FINCH SENIOR HIGH SCHOOL TEST*<br>*Subtest 3* | | GR 10-12 | AGS | 8 | 8 |
| *KUHLMANN-FINCH TEST II*<br>*Subtest 5* | | GR 2 | AGS | 4 | 6 |
| *KUHLMANN-FINCH TEST III*<br>*Subtest 5* | | GR 3 | AGS | 4 | 6 |
| *KUHLMANN-FINCH TEST IV*<br>*Subtest 3* | | GR 4 | AGS | 8 | 9 |
| *KUHLMANN-FINCH TEST V*<br>*Subtest 3* | | GR 5 | AGS | 8 | 9 |
| *KUHLMANN-FINCH TEST VI*<br>*Subtest 3* | | GR 6 | AGS | 8 | 9 |
| *LEE TEST OF ALGEBRAIC ABILITY, REVISED FORM*<br>*Test 3* | | GR 7-8 | BMC | 7 | 10 |
| *LETTER SERIES, FORM NSRO2B* | | GR 9 & up | SPS | 4 | 9 |
| *LORGE-THORNDIKE INTELLIGENCE TEST (MULTI-LEVEL EDITION), FORM 1*<br>*Non-Verbal Battery: Test 2* | | GR 3-13 | HMC | 6 | 9 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 8: #79, Page 9: #85-#91* | | 9.5-10.5 yrs. | OBL | 6 | 8 |

## GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *S OF MENTAL ABILITY, GRADES 9-12, FORM A* | V16 | GR 9-12 | HMC | | | | | | | | |
| *LIGENCE, FORM A* | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | | 11.5-15.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *HIGH SCHOOL TEST* | | GR 7-9 | AGS | 8 | 8 | 3 | 2 | 6 | 0 | | FFPPFP |
| *HIGH SCHOOL TEST* | | GR 10-12 | AGS | 8 | 8 | 3 | 2 | 6 | 0 | | FFPPFP |
| | | GR 2 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| *II* | | GR 3 | AGS | 4 | 6 | 2 | 2 | 6 | 0 | | PFPPFP |
| | | GR 4 | AGS | 8 | 9 | 3 | 2 | 6 | 0 | | FFPPFP |
| | | GR 5 | AGS | 8 | 9 | 3 | 2 | 6 | 0 | | FFPPFP |
| *I* | | GR 6 | AGS | 8 | 9 | 3 | 2 | 6 | 0 | | FFPPFP |
| *ABILITY, REVISED FORM* | | GR 7-8 | BMC | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *SRO2B* | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *LIGENCE TEST (MULTI-LEVEL EDITION), FORM 1*<br>*ry: Test 2* | | GR 3-13 | HMC | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *G TEST*<br>*e 9: #85-#91* | | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *MEASURES OF COGNITIVE ABILITIES*<br>*NS-B (Number Series)* | | GR 5 | WRDCCL | 10 | 12 | 3 |
| *MENTAL ABILITY: ADVANCED*<br>*Test 2* | | GR 6-8 | STS | 8 | 12 | 0 |
| *MENTAL ABILITY: ELEMENTARY*<br>*Test 2* | | GR 4-5 | STS | 8 | 12 | 0 |
| *MENTAL ABILITY: PRIMARY*<br>*Test 2* | | GR 2-3 | STS | 8 | 12 | 0 |
| *MODIFIED ALPHA EXAMINATION, FORM 9*<br>*Test E* | | High School & up | PC | 6 | 11 | 1 |
| *NON-VERBAL TESTS*<br>*Test 4* | F16 | 12:00-13:11 yrs. | NEPC | | | |
| *NUMBER SERIES, FORM RCP05A* | | GR 9 & up | SPS | 6 | 8 | 1 |
| *NUMBER SERIES CORRECTION, FORM CSS03A* | S19 | GR 9 & up | SPS | 2 | 9 | 1 |
| *OHIO CLASSIFICATION TEST*<br>*Test 3* | | Adult | PA | 6 | 10 | 1 |
| *OMELET TEST, FORM CSU02A* | S5 | GR 9 & up | SPS | | | |
| *OPERATIONS SEQUENCE, FORM NSS01B* | | GR 9 & up | SPS | 7 | 8 | 1 |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | |

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ILITIES*<br>*)* | | GR 5 | WRDCCL | 10 | 12 | 3 | 3 | 5 | 0 | | FGPPFP |
| *ED* | | GR 6-8 | STS | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| *ARY* | | GR 4-5 | STS | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| | | GR 2-3 | STS | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| *ON, FORM 9* | | High School & up | PC | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| | F16 | 12:00-13:11 yrs. | NEPC | | | | | | | | |
| *5A* | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *, FORM CSSO3A* | S19 | GR 9 & up | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | PA | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | S5 | GR 9 & up | SPS | | | | | | | | |
| *M NSSO1B* | | GR 9 & up | SPS | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *TY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | | | | | | | |
| *TY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | | | | | | |
| *TY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | | | | | | |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** | **Examinee Appropriateness** |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *PEARSON-HYRAM TEST OF CRITICAL THINKING*<br>*Part VI* | | est. High School & up | GH | 8 | 10 |
| *PERSONNEL TEST, FORM A* | V16 | 20-65 yrs. | WPS | | |
| *PRIMARY MENTAL ABILITIES, GRADES 2-4*<br>*Number Facility Test (Set 2)* | | 7-10 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 4-6*<br>*Number Facility Test, Part I: Number Sense (#1-10)* | | 9-13 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 6-9*<br>*Reasoning Test, Part I: Letter Series Test* | | 10-16 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 6-9*<br>*Reasoning Test, Part III: Number Series Test* | | 10-16 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 9-12 AND ADULT*<br>*Reasoning Test, Part I: Letter Series Test* | | 12 yrs.-Adult | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 9-12 AND ADULT*<br>*Reasoning Test, Part III: Number Series Test* | | 12 yrs.-Adult | SRA | 6 | 11 |
| *RIGHT ORDER TEST, FORM NSS01B* | | GR 9 & up | SPS | 6 | 8 |
| *SCHRAMMEL GENERAL ABILITY TEST, FORM A*<br>*Part II* | | 18 yrs. & up | BEM | 6 | 10 |
| *SEEING TRENDS II, FORM CSR01A* | | GR 9 & up | SPS | 6 | 10 |
| *SERIES RELATIONS, FORM ESS06A* | | GR 9 & up | SPS | 6 | 8 |
| *SHIPLEY INSTITUTE OF LIVING SCALE*<br>*Abstractions* | | 8-20 yrs. | WPS | 6 | 10 |
| *SHORT FORM TEST OF ACADEMIC APTITUDE, LEVEL 1*<br>*Test 3* | | GR 1-3 | CTB | 7 | 12 |

TIVE SUMMARY TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| CAL THINKING | | est. High School & up | GH | 8 | 10 | 0 | 1 | 6 | 0 | | FFPPFP |
| | V16 | 20-65 yrs. | WPS | | | | | | | | |
| RADES 2-4<br>Set 2) | | 7-10 yrs. | SRA | 6 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| RADES 4-6<br>Part I: Number Sense (#1-10) | | 9-13 yrs. | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| RADES 6-9<br>: Letter Series Test | | 10-16 yrs. | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| RADES 6-9<br>II: Number Series Test | | 10-16 yrs. | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| RADES 9-12 AND ADULT<br>: Letter Series Test | | 12 yrs.-Adult | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| RADES 9-12 AND ADULT<br>II: Number Series Test | | 12 yrs.-Adult | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| 1B | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| EST, FORM A | | 18 yrs. & up | BEM | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| 1A | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| 6A | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| SCALE | | 8-20 yrs. | WPS | 6 | 10 | 2 | 4 | 6 | 0 | | PFPPFP |
| APTITUDE, LEVEL 1 | | GR 1-3 | CTB | 7 | 12 | 1 | 1 | 7 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SHORT FORM TEST OF ACADEMIC APTITUDE, LEVEL 2*<br>*Test 3* | | GR 3-5 | CTB | 7 | 13 | 1 |
| *SHORT FORM TEST OF ACADEMIC APTITUDE, LEVEL 3*<br>*Test 3* | | GR 5-7 | CTB | 7 | 13 | 1 |
| *SHORT FORM TEST OF ACADEMIC APTITUDE, LEVEL 4*<br>*Test 3* | | GR 7-9 | CTB | 7 | 13 | 1 |
| *SHORT FORM TEST OF ACADEMIC APTITUDE, LEVEL 5*<br>*Test 3* | | GR 9-12 | CTB | 9 | 13 | 1 |
| *SIMPLEX GROUP INTELLIGENCE SCALE*<br>*Tests 7A & 7B* | | 9 yrs.-Adult | GHC | 7 | 11 | 0 |
| *SIMPLEX INTELLIGENCE TEST GNV* | V16 | 10-13 yrs. | GHC | | | |
| *SRA TEST OF EDUCATIONAL ABILITY, GRADES 6-9*<br>*Reasoning* | | GR 6-9 | SRA | 9 | 12 | 6 |
| *SRA TEST OF EDUCATIONAL ABILITY, GRADES 9-12*<br>*Reasoning* | | GR 9-12 | SRA | 7 | 12 | 6 |
| *SRA VERBAL FORM, FORM A* | V5<br>V16 | 12 yrs. & up | SRA | 5 | 10 | 4 |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVELS 1 & 2*<br>*Number Series* | | GR 2-3 | SRA | 6 | 12 | 0 |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVELS 3 & 4*<br>*Number Series* | | GR 7-8 | SRA | 6 | 12 | 0 |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVEL 5*<br>*Letter Series* | | GR 9-12 | SRA | 6 | 11 | 0 |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Quantitative Reasoning* | F16 | GR 9 | STS | 8 | 12 | 4 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 3, FORM CE*<br>*Number Series* | | 9-11 yrs. | GTA | 6 | 11 | 0 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| APTITUDE, LEVEL 2 | | GR 3-5 | CTB | 7 | 13 | 1 | 1 | 7 | 0 | | PGPPGP |
| APTITUDE, LEVEL 3 | | GR 5-7 | CTB | 7 | 13 | 1 | 1 | 7 | 0 | | PGPPGP |
| APTITUDE, LEVEL 4 | | GR 7-9 | CTB | 7 | 13 | 1 | 1 | 7 | 0 | | PGPPGP |
| APTITUDE, LEVEL 5 | | GR 9-12 | CTB | 9 | 13 | 1 | 1 | 7 | 0 | | FGPPGP |
| SCALE | | 9 yrs.-<br>Adult | GHC | 7 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| NV | V16 | 10-13 yrs. | GHC | | | | | | | | |
| LITY, GRADES 6-9 | | GR 6-9 | SRA | 9 | 12 | 6 | 4 | 6 | 0 | | FGFPFP |
| LITY, GRADES 9-12 | | GR 9-12 | SRA | 7 | 12 | 6 | 4 | 6 | 0 | | PGFPFP |
| | V5<br>V16 | 12 yrs.<br>& up | SRA | 5 | 10 | 4 | 5 | 7 | 3 | | PFPFGF |
| ONAL ABILITY), LEVELS 1 & 2 | | GR 2-3 | SRA | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| ONAL ABILITY), LEVELS 3 & 4 | | GR 7-8 | SRA | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| ONAL ABILITY), LEVEL 5 | | GR 9-12 | SRA | 6 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| EST | F16 | GR 9 | STS | 8 | 12 | 4 | 7 | 6 | 0 | | FGPFFP |
| TERAMERICAN SERIES): LEVEL 3, | | 9-11 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 4, FORM CE*<br>*Number Series* | | 12-14 yrs. | GTA | 6 | 11 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 5, FORM CE*<br>*Number Series* | | 15-18 yrs. | GTA | 6 | 11 |
| *VERBAL TESTS*<br>*Test 2* | V10 | 13-15 yrs. | NEPC | | |
| *VERBAL TESTS*<br>*Test CD* | V16 | 9-11 yrs. | NEPC | | |
| *VERBAL TESTS*<br>*Test D* | V16 | 9-12 yrs. | NEPC | | |
| *VERBAL TESTS*<br>*Test EF* | V16 | 11-13 yrs. | NEPC | | |
| *WORD CHANGES, FORM NSS02B* | | GR 9 & up | SPS | 7 | 10 |
| F7 Figural-Spatial Sequencing | | | | | |
| *ACER JUNIOR A TEST* | V16 | 8.6-12.0 yrs. | ACER | | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E*<br>*Part 4* | | GR K-3 | BMC | 2 | 5 |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY II, FORM A*<br>*Test 2* | | GR 2-3 | HBJ | 7 | 9 |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY II, FORM A*<br>*Test 5* | S7 | GR 2-3 | HBJ | | |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 6: Figure Series* | | 16 yrs. & up | IPR | 8 | 10 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 6* | | 7-13 yrs. | PC | 6 | 8 |

OGNITIVE SUMMARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ITY (INTERAMERICAN SERIES): LEVEL 4,* | | 12-14 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *ITY (INTERAMERICAN SERIES): LEVEL 5,* | | 15-18 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| | V10 | 13-15 yrs. | NEPC | | | | | | | | |
| | V16 | 9-11 yrs. | NEPC | | | | | | | | |
| | V16 | 9-12 yrs. | NEPC | | | | | | | | |
| | V16 | 11-13 yrs. | NEPC | | | | | | | | |
| *SSO2B* | | GR 9 & up | SPS | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| encing | | | | | | | | | | | |
| | V16 | 8.6-12.0 yrs. | ACER | | | | | | | | |
| *LLIGENCE TEST: PRIMARY BATTERY, FORM E* | | GR K-3 | BMC | 2 | 5 | 1 | 0 | 7 | 4 | | PPPPGG |
| *POTENTIAL: PRIMARY BATTERY II, FORM A* | | GR 2-3 | HBJ | 7 | 9 | 1 | 0 | 6 | 3 | | PFPPFF |
| *POTENTIAL: PRIMARY BATTERY II, FORM A* | S7 | GR 2-3 | HBJ | | | | | | | | |
| *OR)*<br>*ure Series* | | 16 yrs. & up | IPR | 8 | 10 | 2 | 3 | 6 | 0 | | FFPPFP |
| *XAMINATION* | | 7-13 yrs. | PC | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |

## HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *CORRECT FIGURAL TRENDS, FORM EFR01A* | | Adult | SPS | 2 | 9 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 2, Test 1: Series* | | 8-13 yrs. | IPAT | 6 | 10 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 3, Test 1: Series* | | Adult | IPAT | 6 | 10 |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 9* | | 11-18 yrs. | BEM | 5 | 6 |
| *DIFFERENTIAL APTITUDES TEST, FORM L*<br>*Abstract Reasoning* | | GR 8-12 | PC | 13 | 11 |
| *FIGURE MATRIX, FORM CFR02B* | | GR 9 & up | SPS | 7 | 9 |
| *FIGURE SERIES, FORM CFR03A* | | GR 9 & up | SPS | 4 | 10 |
| *JASTAK TEST*<br>*Picture Reasoning* | | GR 7-9 | WPS | 7 | 7 |
| *JASTAK TEST*<br>*Space Series* | | GR 7-9 | WPS | 7 | 9 |
| *JENKINS INTERMEDIATE NON-VERBAL TEST*<br>*Test II* | | 10-14 yrs. | ACER | 6 | 8 |
| *JENKINS INTERMEDIATE NON-VERBAL TEST*<br>*Test IV* | | 10-14 yrs. | ACER | 6 | 8 |
| *KINDERGARTEN EVALUATION OF LEARNING POTENTIAL*<br>*Bead Design* | | GR K | MGH | 6 | 10 |
| *KINDERGARTEN EVALUATION OF LEARNING POTENTIAL*<br>*Bolt Board* | | GR K | MGH | 6 | 10 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test A6* | | 6-7.5 yrs. | PPI | 7 | 9 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| EFRO1A | | Adult | SPS | 2 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| ST, FORM A<br>s | | 8-13 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| ST, FORM A<br>s | | Adult | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| MINATION, GRADES 6-12, FORM A | | 11-18 yrs. | BEM | 5 | 6 | 3 | 4 | 7 | 0 | | PFPPGP |
| FORM L | | GR 8-12 | PC | 13 | 11 | 4 | 4 | 5 | 5 | | GGPPFG |
| | | GR 9 & up | SPS | 7 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 7-9 | WPS | 7 | 7 | 2 | 6 | 7 | 0 | | PFPFGP |
| | | GR 7-9 | WPS | 7 | 9 | 2 | 6 | 7 | 0 | | PFPFGP |
| BAL TEST | | 10-14 yrs. | ACER | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| BAL TEST | | 10-14 yrs. | ACER | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| EARNING POTENTIAL | | GR K | MGH | 6 | 10 | 0 | 2 | 2 | 0 | | PFPPPP |
| EARNING POTENTIAL | | GR K | MGH | 6 | 10 | 0 | 2 | 3 | 0 | | PFPPPP |
| ACADEMIC POTENTIAL, 7th ED. | | 6-7.5 yrs. | PPI | 7 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |

## 45 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test B1* | | 6.5-9.5 yrs. | PPI | 9 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test EF6* | | 10.5-13.5 yrs. | PPI | 8 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Matrix Game* | | GR 1 | ETS | 8 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Time Concepts (Exercises 3 & 5)* | | GR 1 | ETS | 6 |
| *LORGE-THORNDIKE INTELLIGENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*Non-Verbal Battery: Test 1* | F9 | GR 3-13 | HMC | |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Abstract Reasoning* | | GR 9-12 | PTO | 6 |
| *NON-VERBAL TESTS*<br>*Test BD, Subtest 4: Series* | | 8:01-10:11 yrs. | NEPC | 7 |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | |
| *SCRIT (SAFRAN CULTURE REDUCED INTELLIGENCE TEST)*<br>*Scale 1* | | GR 1-3 | CS | 6 |
| *SCRIT (SAFRAN CULTURE REDUCED INTELLIGENCE TEST)*<br>*Scale 2* | | GR 5-6 | CS | 6 |
| *SEEING RELATIONSHIPS, FORM AX2* | | Adult | SPS | 5 |
| *SERIES* | | Adult | SPS | 6 |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Test 4* | | 6-10 yrs. | GHC | 4 |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *OF ACADEMIC POTENTIAL, 7th ED.* |  | 6.5-9.5 yrs. | PPI | 9 | 10 | 1 | 1 | 7 | 0 |  | FFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* |  | 10.5-13.5 yrs. | PPI | 8 | 9 | 1 | 1 | 7 | 0 |  | FFPPGP |
| *S* |  | GR 1 | ETS | 8 | 9 | 0 | 1 | 6 | 0 |  | FFPPFP |
| *S*<br>*ses 3 & 5)* |  | GR 1 | ETS | 6 | 12 | 0 | 1 | 7 | 0 |  | PGPPGP |
| *CE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*Test 1* | F9 | GR 3-13 | HMC |  |  |  |  |  |  |  |  |
| *TUDES AND ABILITIES* |  | GR 9-12 | PTO | 6 | 10 | 0 | 0 | 6 | 0 |  | PFPPFP |
| *Series* |  | 8:01-10:11 yrs. | NEPC | 7 | 8 | 2 | 1 | 6 | 0 |  | PFPPFP |
| *TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ |  |  |  |  |  |  |  |  |
| *TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ |  |  |  |  |  |  |  |  |
| *UCED INTELLIGENCE TEST)* |  | GR 1-3 | CS | 6 | 10 | 3 | 3 | 5 | 0 |  | PFPPFP |
| *UCED INTELLIGENCE TEST)* |  | GR 5-6 | CS | 6 | 10 | 3 | 3 | 5 | 0 |  | PFPPFP |
| *AX2* |  | Adult | SPS | 5 | 9 | 1 | 1 | 6 | 0 |  | PFPPFP |
|  |  | Adult | SPS | 6 | 10 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *GENCE TEST* |  | 6-10 yrs. | GHC | 4 | 9 | 0 | 1 | 6 | 0 |  | PFPPFP |

## HIGHER-ORDER COGNITIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0- |
| *WLW CULTURE FAIR INVENTORY* | F8 | Adult | PGP | | | |
| V8 Verbal Classifying | | | | | | |
| *ACADEMIC APTITUDE TEST (VERBAL)*<br>*Test 3: Section C* | | GR 7 & up | PA | 3 | 8 | |
| *ACER ADVANCED TEST N* | V16 | 16 yrs. & up | ACER | | | |
| *ACER INTERMEDIATE TEST A* | V16 | 10.0-14.0 yrs. | ACER | | | |
| *ACER INTERMEDIATE TEST D* | V16 | 10.0-14.0 yrs. | ACER | | | |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 1: Reasoning* | V16 | 11-15 yrs. | IPR | | | |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 2: Classification* | | 11-15 yrs. | IPR | 6 | 6 | |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 4: Spare Parts* | | 11-15 yrs. | IPR | 6 | 6 | |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 1: Verbal Comprehension* | V16 | 16 yrs. & up | IPR | | | |
| *BEST WORD PAIRS, FORM EMCO2A* | | GR 9 & up | SPS | 2 | 8 | |
| *CANADIAN ACADEMIC APTITUDE TEST*<br>*Part I: Verbal Reasoning* | V16 | GR 8-9 | OISE | | | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale II, Subtest 2: Classification* | F8 | 11-15 yrs. | GHC | 2 | 10 | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale III, Subtest 2: Classification* | F8 | 15 yrs. & up | GHC | 2 | 8 | |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| TORY | F8 | Adult | PGP | | | | | | | | |
| | | | | | | | | | | | |
| BAL) | | GR 7 & up | PA | 3 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| | V16 | 16 yrs. & up | ACER | | | | | | | | |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |
| | V16 | 10.0-14.0 yrs. | ACER | | | | | | | | |
| | V16 | 11-15 yrs. | IPR | | | | | | | | |
| tion | | 11-15 yrs. | IPR | 6 | 6 | 3 | 3 | 6 | 0 | | PFPPFP |
| s | | 11-15 yrs. | IPR | 6 | 6 | 3 | 3 | 6 | 0 | | PFPPFP |
| prehension | V16 | 16 yrs. & up | IPR | | | | | | | | |
| A | | GR 9 & up | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| TEST<br>ing | V16 | GR 8-9 | OISE | | | | | | | | |
| FORM A<br>lassification | F8 | 11-15 yrs. | GHC | 2 | 10 | 1 | 0 | 7 | 4 | | PFPPGG |
| FORM A<br>lassification | F8 | 15 yrs. & up | GHC | 2 | 8 | 1 | 0 | 7 | 4 | | PFPPGG |

## 47 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *CLASS NAME SELECTION, EMCO3A* | | GR 9 & up | SPS | 5 |
| *CONCEPT GROUPING, FORM NMCO2A* | | GR 9 & up | SPS | 2 |
| *CONCEPTUAL STYLE TEST* | V2 | GR 1-6 | JK | |
| *DETROIT INTELLIGENCE TEST (ADVANCED INTELLIGENCE TEST), FORM W*<br>*Part 3* | | High School & up | BEM | 6 |
| *DETROIT INTELLIGENCE TEST (ALPHA INTELLIGENCE TEST), FORM S*<br>*Part 3* | | GR 4-8 | BEM | 6 |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: ADVANCED LEVEL, FORM A* | V16 | GR 10-13 | OISE | |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: INTERMEDIATE LEVEL, FORM A* | V16 | GR 7-9 | OISE | |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: JUNIOR LEVEL, FORM A*<br>*Test 2: Classification* | | GR 4-6 | OISE | 5 |
| *ESSENTIAL JUNIOR INTELLIGENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | |
| *EXPERIMENTAL COMPARATIVE PREDICTION BATTERIES*<br>*Book A1 and Book A2: Induction Test* | | High School & College | ETS | 7 |
| *GROUP CLASSIFICATION, FORM NMCO3A* | | GR 9 & up | SPS | 6 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 3-6, FORM A* | V16 | GR 3-6 | HMC | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 6-9, FORM B* | V16 | GR 6-9 | HMC | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 9-12, FORM A* | V16 | GR 9-12 | HMC | |

OGNITIVE SUMMARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| EMCO3A | | GR 9 & up | SPS | 5 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| M NMCO2A | | GR 9 & up | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V2 | GR 1-6 | JK | | | | | | | | |
| TEST (ADVANCED INTELLIGENCE TEST), FORM W | | High School & up | BEM | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| TEST (ALPHA INTELLIGENCE TEST), FORM S | | GR 4-8 | BEM | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| F LEARNING CAPACITY: ADVANCED LEVEL, | V16 | GR 10-13 | OISE | | | | | | | | |
| F LEARNING CAPACITY: INTERMEDIATE LEVEL, | V16 | GR 7-9 | OISE | | | | | | | | |
| F LEARNING CAPACITY: JUNIOR LEVEL, FORM A<br>ication | | GR 4-6 | OISE | 5 | 9 | 1 | 1 | 6 | 4 | | PFPPFG |
| LLIGENCE TEST, FORM A | V16 | 8-12 yrs. | OBL | | | | | | | | |
| IVE PREDICTION BATTERIES<br>A2: Induction Test | | High School & College | ETS | 7 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| , FORM NMCO3A | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| STS OF MENTAL ABILITY, GRADES 3-6, FORM A | V16 | GR 3-6 | HMC | | | | | | | | |
| STS OF MENTAL ABILITY, GRADES 6-9, FORM B | V16 | GR 6-9 | HMC | | | | | | | | |
| TS OF MENTAL ABILITY, GRADES 9-12, FORM A | V16 | GR 9-12 | HMC | | | | | | | | |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *JASTAK TEST*<br>*Social Concept* | | GR 7-9 | WPS | 3 | 6 | 2 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test A5* | | 6-7.5 yrs. | PPI | 7 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test CD6* | | 7.5-10.5 yrs. | PPI | 6 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D2* | | 9.5-12.5 yrs. | PPI | 6 | 8 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D3* | | 9.5-12.5 yrs. | PPI | 6 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test EF4* | | 10.5-13.5 yrs. | PPI | 6 | 9 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test G3* | | 11.5-15.5 yrs. | PPI | 7 | 10 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test G5* | V7 | 11.5-15.5 yrs. | PPI | | | |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test H1* | V7 | 14.5-18.5 yrs. | PPI | | | |
| *KUHLMANN-FINCH JUNIOR HIGH SCHOOL TEST*<br>*Subtest 5* | | GR 7-9 | AGS | 4 | 9 | 3 |
| *KUHLMANN-FINCH SENIOR HIGH SCHOOL TEST*<br>*Subtest 5* | | GR 10-12 | AGS | 4 | 9 | 3 |
| *KUHLMANN-FINCH TEST III*<br>*Subtest 3* | | GR 3 | AGS | 3 | 9 | 3 |
| *KUHLMANN-FINCH TEST IV*<br>*Test 5* | | GR 4 | AGS | 4 | 7 | 3 |
| *KUHLMANN-FINCH TEST V*<br>*Subtest 5* | | GR 5 | AGS | 4 | 8 | 3 |

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 7-9 | WPS | 3 | 6 | 2 | 4 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 6-7.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 7.5-10.5 yrs. | PPI | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 9.5-12.5 yrs. | PPI | 6 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 9.5-12.5 yrs. | PPI | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 10.5-13.5 yrs. | PPI | 6 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 11.5-15.5 yrs. | PPI | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | V7 | 11.5-15.5 yrs. | PPI | | | | | | | | |
| *OF ACADEMIC POTENTIAL, 7th ED.* | V7 | 14.5-18.5 yrs. | PPI | | | | | | | | |
| *H SCHOOL TEST* | | GR 7-9 | AGS | 4 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| *H SCHOOL TEST* | | GR 10-12 | AGS | 4 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 3 | AGS | 3 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 4 | AGS | 4 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 5 | AGS | 4 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |

| **HLP TAXONOMIC CATEGORY<br>TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0- |
| *KUHLMANN-FINCH TEST VI*<br>*Subtest 5* | | GR 6 | AGS | 4 | 9 | 3 |
| *LARGEST CLASS, FORM NMC04A* | | GR 9 & up | SPS | 6 | 11 | 1 |
| *LOGICAL CLASSIFICATION, FORM EL07A* | | Adult | SPS | 6 | 7 | 1 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 5* | | 9.5-<br>10.5 yrs. | OBL | 6 | 9 | 1 |
| *MENTAL ABILITY: ELEMENTARY*<br>*Test 1* | | GR 4-5 | STS | 8 | 12 | 0 |
| *MENTAL ABILITY: PREPRIMARY*<br>*Test 5* | F8 | GR K-1 | STS | | | |
| *MENTAL ABILITY: PRIMARY*<br>*Tests 1 and 3* | | GR 2-3 | STS | 8 | 11 | 0 |
| *MULTIPLE GROUPING, FORM DMC02C* | | GR 9 & up | SPS | 8 | 11 | 1 |
| *OISE PICTURE REASONING TEST, FORM A*<br>*Classification* | | 6-8 yrs. | OISE | 6 | 11 | 0 |
| *OST (OBJECT SORTING TASK)* | | GR 1-12 | AIR | 12 | 12 | 1 |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL I, FORM J*<br>*Part I* | F8 | GR Hi 1-3 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL I, FORM J*<br>*Part II* | F16 | GR Hi 1-3 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 6 | AGS | 4 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| RM ELO7A | | Adult | SPS | 6 | 7 | 1 | 1 | 5 | 0 | | PFPPFP |
| ST | | 9.5-<br>10.5 yrs. | OBL | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| Y | | GR 4-5 | STS | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| Y | F8 | GR K-1 | STS | | | | | | | | |
| | | GR 2-3 | STS | 8 | 11 | 0 | 1 | 6 | 0 | | FGPPFP |
| CO2C | | GR 9 & up | SPS | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| T, FORM A | | 6-8 yrs. | OISE | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| | | GR 1-12 | AIR | 12 | 12 | 1 | 3 | 3 | 0 | | GGPPPP |
| TEST: ADVANCED LEVEL, FORM J | V16 | GR 10-12 | HBJ | | | | | | | | |
| TEST: ELEMENTARY LEVEL I, FORM J | F8 | GR Hi 1-3 | HBJ | | | | | | | | |
| TEST: ELEMENTARY LEVEL I, FORM J | F16 | GR Hi 1-3 | HBJ | | | | | | | | |
| TEST: ELEMENTARY LEVEL II, FORM J | V16 | GR 4-6 | HBJ | | | | | | | | |

HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: PRIMARY LEVEL I, FORM J*<br>*Test 1* | F8 | GR Hi KGN | HBJ | 5 | 7 | 1 |
| *OTIS-LENNON MENTAL ABILITY TEST: PRIMARY LEVEL II, FORM J*<br>*Test 1* | F8 | GR Low 1 | HBJ | 5 | 7 | 1 |
| *OTIS QUICK SCORING MENTAL ABILITY TESTS, FORM A*<br>*Alpha Test* | F8 | GR 1-4 | HBJ | 8 | 7 | 4 |
| *PICTURE-GROUP NAMING, FORM NMU03A* | | GR 9 & up | SPS | 2 | 11 | 1 |
| *PICTURE TEST A*<br>*Section 1* | | 7-8 yrs. | NEPC | 6 | 8 | 0 |
| *PRIMARY MENTAL ABILITIES: GRADES 4-6*<br>*Reasoning Test, Part II: Word Grouping* | | 9-13 yrs. | SRA | 6 | 11 | 1 |
| *PRIMARY MENTAL ABILITIES: GRADES 6-9*<br>*Reasoning Test, Part II: Word Grouping* | | 10-16 yrs. | SRA | 6 | 11 | 1 |
| *PRIMARY MENTAL ABILITIES: GRADES 9-12 AND ADULT*<br>*Reasoning Test, Part II: Word Grouping* | | 12 yrs.-Adult | SRA | 6 | 11 | 1 |
| *PROBLEM BOOKLET* | S8<br>F8 | GR 9 & up | SPS | 10 | 9 | 1 |
| *SIMPLEX GROUP INTELLIGENCE SCALE*<br>*Tests 1A and 1B* | | 9 yrs.-Adult | GHC | 7 | 11 | 0 |
| *SIMPLEX INTELLIGENCE TEST GNV* | V16 | 10-13 yrs. | GHC | | | |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Test 2* | | 6-10 yrs. | GHC | 4 | 7 | 0 |
| *SOUTHEND TEST OF INTELLIGENCE*<br>*Set 1* | | 10-12 yrs. | GHC | 6 | 7 | 0 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| T: INTERMEDIATE LEVEL, FORM J | V16 | GR 7-9 | HBJ | | | | | | | | |
| T: PRIMARY LEVEL I, FORM J | F8 | GR Hi KGN | HBJ | 5 | 7 | 1 | 0 | 6 | 1 | | PFPPFP |
| T: PRIMARY LEVEL II, FORM J | F8 | GR Low 1 | HBJ | 5 | 7 | 1 | 0 | 6 | 1 | | PFPPFP |
| ITY TESTS, FORM A | F8 | GR 1-4 | HBJ | 8 | 7 | 4 | 3 | 6 | 3 | | FFPPFF |
| 3A | | GR 9 & up | SPS | 2 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | 7-8 yrs. | NEPC | 6 | 8 | 0 | 4 | 6 | 0 | | PFPPFP |
| ES 4-6<br>Word Grouping | | 9-13 yrs. | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| ES 6-9<br>Word Grouping | | 10-16 yrs. | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| ES 9-12 AND ADULT<br>Word Grouping | | 12 yrs.-Adult | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| | S8<br>F8 | GR 9 & up | SPS | 10 | 9 | 1 | 1 | 5 | 0 | | FFPPFP |
| LE | | 9 yrs.-Adult | GHC | 7 | 11 | 0 | 2 | 6 | 0 | | PGPPFP |
| | V16 | 10-13 yrs. | GHC | | | | | | | | |
| TEST | | 6-10 yrs. | GHC | 4 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | 10-12 yrs. | GHC | 6 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |

51 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| **HLP TAXONOMIC CATEGORY TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** | **Examinee Appropriateness** |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SRA NON-VERBAL FORM (SCHOOL EDITION)* | F8 | 12 yrs. & up | SRA | 6 | 10 |
| *SRA PICTORIAL REASONING TEST* | F8 | 14 yrs. & up | SRA | 9 | 10 |
| *SRA TEST OF EDUCATIONAL ABILITY, GRADES 4-6*<br>*Language II* | | GR 4-6 | SRA | 4 | 11 |
| *SRA TEST OF EDUCATIONAL ABILITY, GRADES 6-9*<br>*Language I* | | GR 6-9 | SRA | 6 | 11 |
| *SRA TEST OF EDUCATIONAL ABILITY, GRADES 9-12*<br>*Language I* | | GR 9-12 | SRA | 6 | 11 |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Verbal Reasoning* | V16 | GR 9 | STS | | |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 1, FORM CE*<br>*Classification* | | 6 yrs. | GTA | 6 | 11 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 2, FORM CE*<br>*Classification* | | 7-8 yrs. | GTA | 6 | 11 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 3, FORM CE*<br>*Classification* | | 9-11 yrs. | GTA | 6 | 10 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): PRESCHOOL*<br>*Classification* | | 4-5 yrs. | GTA | 6 | 11 |
| *VERBAL TESTS*<br>*Test C* | V16 | 9-11 yrs. | NEPC | | |
| *VERBAL TESTS*<br>*Test CD* | V16 | 9-11 yrs. | NEPC | | |
| *WORD CLASSIFICATION* | | Adult | SPS | 7 | 9 |
| *WORD GROUPING, FORM NMCO1B* | | GR 9 & up | SPS | 8 | 9 |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level * | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| HOOL EDITION) | F8 | 12 yrs. & up | SRA | 6 | 10 | 4 | 5 | 6 | 0 | | PFPFFP |
| TEST | F8 | 14 yrs. & up | SRA | 9 | 10 | 4 | 6 | 6 | 0 | | FFPFFP |
| ABILITY, GRADES 4-6 | | GR 4-6 | SRA | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| ABILITY, GRADES 6-9 | | GR 6-9 | SRA | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| ABILITY, GRADES 9-12 | | GR 9-12 | SRA | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| NT TEST | V16 | GR 9 | STS | | | | | | | | |
| (INTERAMERICAN SERIES): LEVEL 1, | | 6 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| (INTERAMERICAN SERIES): LEVEL 2, | | 7-8 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| (INTERAMERICAN SERIES): LEVEL 3, | | 9-11 yrs. | GTA | 6 | 10 | 0 | 1 | 6 | 1 | | PFPPFP |
| (INTERAMERICAN SERIES): PRESCHOOL | | 4-5 yrs. | GTA | 6 | 11 | 0 | 1 | 3 | 0 | | PGPPPP |
| | V16 | 9-11 yrs. | NEPC | | | | | | | | |
| | V16 | 9-11 yrs. | NEPC | | | | | | | | |
| | | Adult | SPS | 7 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| 01B | | GR 9 & up | SPS | 8 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *WORD GROUP NAMING, FORM NMU02A* | | GR 9 & up | SPS | 5 | 11 | 1 |
| S8 Symbolic Classifying | | | | | | |
| *LETTER CLASSIFICATION, FORM CSC06A* | | GR 9 | SPS | 6 | 9 | 1 |
| *LETTER-CONCEPT GROUPING, FORM NSC02A* | | GR 9 & up | SPS | 6 | 11 | 1 |
| *LETTER-GROUP EXCLUSION, FORM CSC01B* | | GR 9 & up | SPS | 4 | 10 | 1 |
| *LETTER-GROUPING, FORM NSC01A* | | GR 9 & up | SPS | 6 | 9 | 1 |
| *MULTIPLE GROUPING OF NONSENSE WORDS, FORM DSC05A* | | GR 9 & up | SPS | 6 | 9 | 1 |
| *MULTIPLE LETTER SIMILARITIES, FORM DSC04A* | | GR 9 & up | SPS | 4 | 8 | 1 |
| *NAME GROUPING, FORM DSC02B* | | GR 9 & up | SPS | 6 | 11 | 1 |
| *NUMBER CLASSIFICATION, FORM CSC03B* | | GR 9 & up | SPS | 6 | 9 | 1 |
| *NUMBER-GROUP NAMING, FORM CSC05A* | | GR 9 & up | SPS | 4 | 10 | 1 |
| *NUMBER GROUPING, FORM DSC01B* | | GR 9 & up | SPS | 6 | 11 | 1 |
| *NUMBER RELATIONS, FORM CSC04A* | | GR 9 & up | SPS | 2 | 8 | 1 |
| *PROBLEM BOOKLET* | V8 | GR 9 & up | SPS | | | |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| 2A | | GR 9 & up | SPS | 5 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | | | | | | | | | | |
| SCO6A | | GR 9 | SPS | 6 | | 1 | 1 | 6 | 0 | | PFPPFP |
| NSCO2A | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| CSCO1B | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| WORDS, FORM DSCO5A | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| FORM DSCO4A | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| SCO3B | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| 5A | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V8 | GR 9 & up | SPS | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *RESTRICTED SYMBOLIC CLASSIFICATIONS, FORM NSCO4A* | | GR 9 & up | SPS | 6 | 10 |
| *SOUND GROUPING, FORM ESCO4A* | | GR 9 & up | SPS | 2 | 9 |
| F8 Figural-Spatial Classifying | | | | | |
| *ALTERNATE LETTER GROUPS, FORM DFCO3B* | F10 | GR 9 & up | SPS | | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: INTERMEDIATE BATTERY, FORM D* | V16 | GR 4-6 | BMC | | |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 7: Spatial 2D* | | 16 yrs. & up | IPR | 6 | 10 |
| *BEST FIGURAL CLASS SEPARATION, FORM EFCO4A* | | Adult | SPS | 4 | 5 |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale II, Subtest 2: Classification* | V8 | 11-15 yrs. | GHC | | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale III, Subtest 2: Classification* | V8 | 15 yrs. & up | GHC | | |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 2* | | 7-13 yrs. | PC | 6 | 7 |
| *COGNITIVE ABILITIES TEST, PRIMARY I FORM*<br>*Test 3* | | 5-8 yrs. | HMC | 7 | 11 |
| *COGNITIVE ABILITIES TEST, PRIMARY II FORM*<br>*Test 3* | | 6-8 yrs. | HMC | 7 | 11 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 2, Test 2: Classification* | | 8-13 yrs. | IPAT | 6 | 10 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 3, Test 2: Classification* | | Adult | IPAT | 6 | 10 |

## GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *LASSIFICATIONS, FORM NSCO4A* | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *SCO4A* | | GR 9 & up | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| fying | | | | | | | | | | | |
| *S, FORM DFCO3B* | F10 | GR 9 & up | SPS | | | | | | | | |
| *LIGENCE TEST: INTERMEDIATE BATTERY,* | V16 | GR 4-6 | BMC | | | | | | | | |
| *)*<br>*al 2D* | | 16 yrs. & up | IPR | 6 | 10 | 2 | 3 | 6 | 0 | | PFPPFP |
| *ARATION, FORM EFCO4A* | | Adult | SPS | 4 | 5 | 1 | 1 | 6 | 0 | | PPPPFP |
| *ESTS, FORM A*<br>*2: Classification* | V8 | 11-15 yrs. | GHC | | | | | | | | |
| *ESTS, FORM A*<br>*st 2: Classification* | V8 | 15 yrs. & up | GHC | | | | | | | | |
| *AMINATION* | | 7-13 yrs. | PC | 6 | 7 | 0 | 1 | 5 | 0 | | PFPPFP |
| *EST, PRIMARY I FORM* | | 5-8 yrs. | HMC | 7 | 11 | 1 | 2 | 6 | 0 | | PGPPFP |
| *EST, PRIMARY II FORM* | | 6-8 yrs. | HMC | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *ENCE TEST, FORM A*<br>*Classification* | | 8-13 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *ENCE TEST, FORM A*<br>*Classification* | | Adult | IPAT | 6 | 10 | 2 | 1 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *FIGURAL SIMILARITIES, FORM DFC01A* | | GR 9 & up | SPS | 4 | 6 | 1 |
| *FIGURE-CONCEPT GROUPING, FORM NFC03A* | | GR 9 & up | SPS | 6 | 9 | 1 |
| *FIGURE EXCLUSION, FORM CFC03A* | | GR 9 & up | SPS | 6 | 10 | 1 |
| *INQUIRY SKILLS MEASURES*<br>*Classifying* | | 9-11 yrs. | ECA | 6 | 10 | 0 |
| *JENKINS INTERMEDIATE NON-VERBAL TEST*<br>*Test III* | | 10-14 yrs. | ACER | 6 | 8 | 2 |
| *KUHLMANN-FINCH SENIOR HIGH SCHOOL TEST*<br>*Subtest 2* | | GR 10-12 | AGS | 4 | 8 | 3 |
| *KUHLMANN-FINCH TEST I*<br>*Subtest 2* | | GR 1 | AGS | 5 | 7 | 3 |
| *KUHLMANN-FINCH TEST II*<br>*Subtest 3* | | GR 2 | AGS | 4 | 7 | 3 |
| *MENTAL ABILITY: PREPRIMARY*<br>*Test 5* | V8 | GR K-1 | STS | 6 | 10 | 0 |
| *MULTIPLE GROUPING OF FIGURES, FORM DFC08A* | | GR 9 & up | SPS | 8 | 11 | 1 |
| *NON-VERBAL TESTS*<br>*Test 4* | F16 | 12:00-13:11 yrs. | NEPC | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL I, FORM J*<br>*Part 1* | V8 | GR Hi 1-3 | HBJ | 8 | 9 | 1 |
| *OTIS-LENNON MENTAL ABILITY TEST: PRIMARY LEVEL I, FORM J*<br>*Test 1* | V8 | GR Hi KGN | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: PRIMARY LEVEL II, FORM J*<br>*Test 1* | V8 | GR Low 1 | HBJ | | | |

| OMIC CATEGORY T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| RM DFCO1A | | GR 9 & up | SPS | 4 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |
| FORM NFCO3A | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| FCO3A | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 9-11 yrs. | ECA | 6 | 10 | 0 | 0 | 3 | 4 | | PFPPPG |
| -VERBAL TEST | | 10-14 yrs. | ACER | 6 | 8 | 2 | 1 | 6 | 0 | | PFPPFP |
| CH SCHOOL TEST | | GR 10-12 | AGS | 4 | 8 | 3 | 0 | 6 | 0 | | PFPPFP |
| | | GR 1 | AGS | 5 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 2 | AGS | 4 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |
| ARY | V8 | GR K-1 | STS | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| URES, FORM DFCO8A | | GR 9 & up | SPS | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| | F16 | 12:00-<br>13:11 yrs. | NEPC | | | | | | | | |
| TY TEST: ELEMENTARY LEVEL I, FORM J | V8 | GR Hi 1-3 | HBJ | 8 | 9 | 1 | 0 | 6 | 1 | | FFPPFP |
| TY TEST: PRIMARY LEVEL I, FORM J | V8 | GR Hi KGN | HBJ | | | | | | | | |
| TY TEST: PRIMARY LEVEL II, FORM J | V8 | GR Low 1 | HBJ | | | | | | | | |

| **HLP TAXONOMIC CATEGORY TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** | **Examinee Appropriateness** |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *OTIS QUICK SCORING MENTAL ABILITY TESTS, FORM A*<br>*Alpha Test* | V8 | GR 1-4 | HBJ | | |
| *PRIMARY MENTAL ABILITIES, GRADES 4-6*<br>*Reasoning Test, Part I: Figure Grouping* | | 9-13 yrs. | SRA | 6 | 11 |
| *PRESSEY CLASSIFICATION AND VERIFYING TESTS*<br>*Primary Classification, Form A, Test 3* | | GR 1-2 | BMC | 4 | 8 |
| *PRESSEY CLASSIFICATION AND VERIFYING TESTS*<br>*Primary Classification, Form A, Test 4* | V19 | GR 1-2 | BMC | | |
| *PROBLEM BOOKLET* | V8 | GR 9 & up | SPS | | |
| *PURDUE NON-LANGUAGE PERSONNEL TEST, FORM A-S* | F6 | Adult | UBS | 9 | 10 |
| *RESTRICTED FIGURAL CLASSIFICATIONS, FORM NFCO4A* | | GR 9 & up | SPS | 8 | 9 |
| *SOUTHEND TEST OF INTELLIGENCE*<br>*Set 2* | | 10-12 yrs. | GHC | 6 | 8 |
| *SRA NON-VERBAL FORM (SCHOOL EDITION)* | V8 | 12 yrs. & up | SRA | | |
| *SRA PICTORIAL REASONING TEST* | V8 | 14 yrs. & up | SRA | | |
| *SRA TEST OF EDUCATIONAL ABILITY, GRADES 4-6*<br>*Reasoning* | | GR 4-6 | SRA | 7 | 11 |
| *TEST OF GENERAL ABILITY, GRADES K-2, FORM A*<br>*Part II: Reasoning* | | 5-6 1/2 yrs. | SRA | 6 | 8 |
| *TEST OF GENERAL ABILITY, GRADES 2-4, FORM A*<br>*Part II: Reasoning* | | 7-9 yrs. | SRA | 6 | 10 |
| *TEST OF GENERAL ABILITY, GRADES 4-6, FORM A*<br>*Part II: Reasoning* | | 9-13 yrs. | SRA | 6 | 10 |

GNITIVE SUMMARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *NTAL ABILITY TESTS, FORM A* | V8 | GR 1-4 | HBJ | | | | | | | | |
| *IES, GRADES 4-6*<br>*Part I: Figure Grouping* | | 9-13 yrs. | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| *N AND VERIFYING TESTS*<br>*cation, Form A, Test 3* | | GR 1-2 | BMC | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *N AND VERIFYING TESTS*<br>*cation, Form A, Test 4* | V19 | GR 1-2 | BMC | | | | | | | | |
| | V8 | GR 9 & up | SPS | | | | | | | | |
| *ERSONNEL TEST, FORM A-S* | F6 | Adult | UBS | 9 | 10 | 6 | 6 | 7 | 4 | | FFFFGG |
| *ASSIFICATIONS, FORM NFCO4A* | | GR 9 & up | SPS | 8 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| *LLIGENCE* | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *SCHOOL EDITION)* | V8 | 12 yrs. & up | SRA | | | | | | | | |
| *NG TEST* | V8 | 14 yrs. & up | SRA | | | | | | | | |
| *AL ABILITY, GRADES 4-6* | | GR 4-6 | SRA | 7 | 11 | 5 | 3 | 6 | 0 | | PGFPFP |
| *TY, GRADES K-2, FORM A*<br>*ing* | | 5-6 1/2 yrs. | SRA | 6 | 8 | 1 | 2 | 7 | 0 | | PFPPGP |
| *TY GRADES 2-4, FORM A*<br>*ing* | | 7-9 yrs. | SRA | 6 | 10 | 1 | 2 | 7 | 0 | | PFPPGP |
| *TY, GRADES 4-6, FORM A*<br>*ing* | | 9-13 yrs. | SRA | 6 | 10 | 1 | 2 | 7 | 0 | | PFPPGP |

HIGHER-ORDER COGNITIVE SUMMARY TE

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *TEST OF GENERAL ABILITY, GRADES 6-9, FORM A*<br>*Part II: Reasoning* | | 11-15.5 yrs. | SRA | 6 | 10 | 1 | 2 |
| *TEST OF GENERAL ABILITY, GRADES 9-12, FORM A*<br>*Part II: Reasoning* | | 13.5-18.5 yrs. | SRA | 6 | 10 | 1 | 2 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 4, FORM CE*<br>*Classification* | | 12-14 yrs. | GTA | 6 | 11 | 0 | 1 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 5, FORM CE*<br>*Classification* | | 15-18 yrs. | GTA | 6 | 11 | 0 | 2 |
| *WLW CULTURE FAIR INVENTORY* | F5 F7<br>F16 | Adult | PGP | 9 | 11 | 3 | 4 |
| *WLW MENTAL ALERTNESS INVENTORY* | V16 | Adult | PGP | 8 | 11 | 3 | 4 |
| V9 Verbal Categorizing | | | | | | | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E*<br>*Part 8* | F9 | GR K-3 | BMC | | | | |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 3* | | GR 7-9 | HBJ | 3 | 8 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A*<br>*Test 3* | | GR 10-12 | HBJ | 3 | 8 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ELEMENTARY BATTERY, FORM A*<br>*Test 3* | | GR 4-6 | HBJ | 7 | 7 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: PRIMARY BATTERY II, FORM A*<br>*Test 1* | | GR 2-3 | HBJ | 3 | 5 | 2 | 0 |
| *BEST WORD CLASS, FORM EMCO1A* | | GR 9 & up | SPS | 4 | 9 | 1 | 1 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 0*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 5-6.5 yrs. | CTB | | | | |

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| ADES 6-9, FORM A | | 11-15.5 yrs. | SRA | 6 | 10 | 1 | 2 | 7 | 0 | | PFPPGP |
| ADES 9-12, FORM A | | 13.5-18.5 yrs. | SRA | 6 | 10 | 1 | 2 | 7 | 0 | | PFPPGP |
| NTERAMERICAN SERIES): LEVEL 4, | | 12-14 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| TERAMERICAN SERIES): LEVEL 5, | | 15-18 yrs. | GTA | 6 | 11 | 0 | 2 | 6 | 1 | | PGPPFP |
| | F5 F7<br>F16 | Adult | PGP | 9 | 11 | 3 | 4 | 5 | 0 | | FGPPFP |
| TORY | V16 | Adult | PGP | 8 | 11 | 3 | 4 | 5 | 0 | | FGPPFP |
| | | | | | | | | | | | |
| E TEST: PRIMARY BATTERY, FORM E | F9 | GR K-3 | BMC | | | | | | | | |
| TIAL: ADVANCED BATTERY I, FORM A | | GR 7-9 | HBJ | 3 | 8 | 2 | 0 | 6 | 3 | | PFPPFF |
| TIAL: ADVANCED BATTERY II, FORM A | | GR 10-12 | HBJ | 3 | 8 | 2 | 0 | 6 | 4 | | PFPPFG |
| TIAL: ELEMENTARY BATTERY, FORM A | | GR 4-6 | HBJ | 7 | 7 | 2 | 0 | 6 | 3 | | PFPPFF |
| TIAL: PRIMARY BATTERY II, FORM A | | GR 2-3 | HBJ | 3 | 5 | 2 | 0 | 6 | 3 | | PPPPFF |
| IA | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| OF MENTAL MATURITY: LEVEL 0<br>l Reasoning | V6 | 5-6.5 yrs. | CTB | | | | | | | | |

| **HLP TAXONOMIC CATEGORY TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** | **Validity** | **Examinee** |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 5.5-9.5 yrs. | CTB | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1H*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 7.5-10.5 yrs. | CTB | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 8.5-12.5 yrs. | CTB | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 10.5-13.5 yrs. | CTB | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 11.5-14.5 yrs. | CTB | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 13.5-18.5 yrs. | CTB | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 5*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 18 yrs. & up | CTB | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 0, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 5-7 yrs. | CTB | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 6-9.5 yrs. | CTB | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 8.5-12.5 yrs. | CTB | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 11.5-15.5 yrs. | CTB | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 13.5-18.5 yrs. | CTB | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 18 yrs. & up | CTB | | |
| *DETROIT BEGINNING FIRST GRADE INTELLIGENCE TEST, REVISED FORM*<br>*Test 4* | | 6-7 yrs. | HBJ | 4 | 7 |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TEST OF MENTAL MATURITY: LEVEL 1*<br>*ogical Reasoning* | V6 | 5.5-9.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TEST OF MENTAL MATURITY: LEVEL 1H*<br>*ogical Reasoning* | V6 | 7.5-10.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TEST OF MENTAL MATURITY: LEVEL 2*<br>*ogical Reasoning* | V6 | 8.5-12.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TEST OF MENTAL MATURITY: LEVEL 2H*<br>*ogical Reasoning* | V6 | 10.5-13.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TEST OF MENTAL MATURITY: LEVEL 3*<br>*gical Reasoning* | V6 | 11.5-14.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *EST OF MENTAL MATURITY: LEVEL 4*<br>*ogical Reasoning* | V6 | 13.5-18.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TEST OF MENTAL MATURITY: LEVEL 5*<br>*ogical Reasoning* | V6 | 18 yrs. & up | CTB |  |  |  |  |  |  |  |  |
| *TAL MATURITY: LEVEL O, LONG FORM*<br>*ogical Reasoning* | V6 | 5-7 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TAL MATURITY: LEVEL 1, LONG FORM*<br>*ogical Reasoning* | V6 | 6-9.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TAL MATURITY: LEVEL 2, LONG FORM*<br>*ogical Reasoning* | V6 | 8.5-12.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TAL MATURITY: LEVEL 3, LONG FORM*<br>*ogical Reasoning* | V6 | 11.5-15.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TAL MATURITY: LEVEL 4, LONG FORM*<br>*ogical Reasoning* | V6 | 13.5-18.5 yrs. | CTB |  |  |  |  |  |  |  |  |
| *TAL MATURITY: LEVEL 5, LONG FORM*<br>*ogical Reasoning* | V6 | 18 yrs. & up | CTB |  |  |  |  |  |  |  |  |
| *T GRADE INTELLIGENCE TEST, REVISED FORM* |  | 6-7 yrs. | HBJ | 4 | 7 | 1 | 1 | 6 | 0 |  | PFPPFP |

## HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *DETROIT BEGINNING FIRST GRADE INTELLIGENCE TEST, REVISED FORM*<br>*Test 7* | | 6-7 yrs. | HBJ | 4 | 7 | 1 |
| *ESSENTIAL JUNIOR INTELLIGENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | | | |
| *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES*<br>*Visual Reception* | | 2-10 yrs. | UIP | 6 | 10 | 2 |
| *KINDERGARTEN EVALUATION OF LEARNING POTENTIAL*<br>*Auditory Perception* | | GR K | MGH | 4 | 9 | 0 |
| *KIT OF REFERENCE TESTS*<br>*Xs-3 (Semantic Spontaneous Flexibility: Object Naming)* | V10 | GR 6-16 | ETS | | | |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test K3* | | 5-6.5 yrs. | PPI | 9 | 10 | 1 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Classification Game* | | GR 1 | ETS | 8 | 9 | 0 |
| *LORGE-THORNDIKE INTELLIGENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*Verbal Battery: Test 4* | | GR 3-13 | HMC | 6 | 9 | 0 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 2* | | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 |
| *OISE PICTURE REASONING TEST, FORM A*<br>*Similarities* | | 6-8 yrs. | OISE | 6 | 11 | 1 |
| *OTIS EMPLOYMENT TESTS*<br>*Test 2, Form A* | V16 | Adult | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | |
| *OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY, FORM A*<br>*Tests 1 & 2* | V16 | 8 yrs. & up | HBJ | | | |

| **MIC CATEGORY**<br>**T NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *GRADE INTELLIGENCE TEST, REVISED FORM* | | 6-7 yrs. | HBJ | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *GENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | | | | | | | | |
| *INGUISTIC ABILITIES* | | 2-10 yrs. | UIP | 6 | 10 | 2 | 2 | 2 | 0 | | PFPPPP |
| *OF LEARNING POTENTIAL* | | GR K | MGH | 4 | 9 | 0 | 2 | 3 | 0 | | PFPPPP |
| *taneous Flexibility: Object Naming)* | V10 | GR 6-16 | ETS | | | | | | | | |
| *E OF ACADEMIC POTENTIAL, 7th ED.* | | 5-6.5 yrs. | PPI | 9 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *ERS* | | GR 1 | ETS | 8 | 9 | 0 | 2 | 6 | 0 | | FFPPFP |
| *ENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*st 4* | | GR 3-13 | HMC | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *TEST* | | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EST, FORM A* | | 6-8 yrs. | OISE | 6 | 11 | 1 | 1 | 6 | 3 | | PGPPFF |
| | V16 | Adult | HBJ | | | | | | | | |
| *TY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | | | | | | |
| *TY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | | | | | | |
| *TESTS OF MENTAL ABILITY, FORM A* | V16 | 8 yrs. & up | HBJ | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PICTURE CLASSIFICATION, FORM EFO3A* | | GR 9 & up | SPS | 4 | 8 |
| *VERBAL CLASSIFICATION, FORM CMCO2A* | | GR 9 & up | SPS | 6 | 9 |
| *VERBAL TESTS*<br>*Test BC* | V16 | 8-10 yrs. | NEPC | | |
| S9 Symbolic Categorizing | | | | | |
| *BEST NUMBER CLASS, FORM ESCO1A* | | GR 9 & up | SPS | 4 | 7 |
| *VARIED SYMBOLS, FORM DSCO3B* | | GR 9 & up | SPS | 8 | 8 |
| *WORD CHOICE, FORM ESCO3A* | | GR 9 & up | SPS | 4 | 8 |
| F9 Figural-Spatial Categorizing | | | | | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E*<br>*Part 8* | V9 | GR K-3 | BMC | 2 | 5 |
| *BEST FIGURAL CLASS, FORM EFCO1A* | | Adult | SPS | 2 | 8 |
| *BEST FIGURE PAIRS, FORM EFCO2A* | | Adult | SPS | 4 | 6 |
| *CATTELL INTELLIGENCE TESTS: FORM A*<br>*Non-Verbal Scale I, Subtest 2* | | 8-11 yrs. | GHC | 4 | 10 |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 9* | | 7-13 yrs. | PC | 4 | 7 |
| *FIGURAL CLASS INCLUSIONS, FORM CFCO4A* | | GR 9 & up | SPS | 7 | 8 |

ITIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *M EF03A* | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *CMC02A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V16 | 8-10 yrs. | NEPC | | | | | | | | |
| | | | | | | | | | | | |
| *01A* | | GR 9 & up | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 8 | 8 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| g | | | | | | | | | | | |
| *E TEST: PRIMARY BATTERY, FORM E* | V9 | GR K-3 | BMC | 2 | 5 | 1 | 1 | 7 | 4 | | PPPPGG |
| *CO1A* | | Adult | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *02A* | | Adult | SPS | 4 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM A*<br>*btest 2* | | 8-11 yrs. | GHC | 4 | 10 | 1 | 0 | 7 | 4 | | PFPPGG |
| *ION* | | 7-13 yrs. | PC | 4 | 7 | 0 | 1 | 5 | 0 | | PFPPFP |
| *ORM CFC04A* | | GR 9 & up | SPS | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 |
| *FIGURAL HIERARCHICAL GROUPING, FORM NFC02A* |  | GR 9 & up | SPS | 7 | 6 | 1 |
| *FIGURE CLASSIFICATION, FORM CFC01A* |  | GR 9 & up | SPS | 4 | 8 | 1 |
| *FIGURE GROUPING, FORM NFC01A* |  | GR 9 & up | SPS | 6 | 10 | 1 |
| *JENKINS INTERMEDIATE NON-VERBAL TEST*<br>*Test I* |  | 10-14 yrs. | ACER | 6 | 8 | 2 |
| *KIT OF REFERENCE TESTS*<br>*I-3 (Induction: Figure Classification)* |  | GR 8-16 | ETS | 6 | 11 | 0 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Directions Card Game* |  | GR 1 | ETS | 8 | 10 | 0 |
| *LORGE-THORNDIKE INTELLIGENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*Non-Verbal Battery: Test 1* | F7 | GR 3-13 | HMC | 6 | 9 | 0 |
| *MULTIPLE FIGURAL SIMILARITIES, FORM DFC07A* |  | GR 9 & up | SPS | 6 | 8 | 1 |
| *NON-VERBAL TESTS*<br>*Test BD, Subtest 2: Similarities* |  | 8:01-<br>10:11 yrs. | NEPC | 7 | 8 | 2 |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Test 7* |  | 6-10 yrs. | GHC | 6 | 8 | 0 |
| *SOUTHEND TEST OF INTELLIGENCE*<br>*Set 5* |  | 10-12 yrs. | GHC | 6 | 8 | 0 |
| *SUBSUMED ABILITIES TEST: A MEASURE OF LEARNING EFFICIENCY* |  | High School & up | MMB | 9 | 10 | 3 |
| *VARIED FIGURAL CLASSES, FORM DFC02A* |  | GR 9 & up | SPS | 9 | 8 | 1 |
| V10 Verbal Inventing-Ideating |  |  |  |  |  |  |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *, FORM NFC02A* |  | GR 9 & up | SPS | 7 | 6 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *FC01A* |  | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 |  | PFPPFP |
|  |  | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *AL TEST* |  | 10-14 yrs. | ACER | 6 | 8 | 2 | 1 | 6 | 0 |  | PFPPFP |
| *lassification)* |  | GR 8-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 |  | PGPPFG |
|  |  | GR 1 | ETS | 8 | 10 | 0 | 4 | 6 | 0 |  | FFPPFP |
| *ESTS (MULTI-LEVEL EDITION), FORM 1*<br>*1* | F7 | GR 3-13 | HMC | 6 | 9 | 0 | 1 | 6 | 3 |  | PFPPFF |
| *, FORM DFC07A* |  | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *ilarities* |  | 8:01-<br>10:11 yrs. | NEPC | 7 | 8 | 2 | 1 | 6 | 0 |  | PFPPFP |
| *E TEST* |  | 6-10 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 |  | PFPPFP |
|  |  | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 |  | PFPPFP |
| *EASURE OF LEARNING EFFICIENCY* |  | High School & up | MMB | 9 | 10 | 3 | 6 | 6 | 0 |  | FFPFFP |
| *FC02A* |  | GR 9 & up | SPS | 9 | 8 | 1 | 1 | 6 | 0 |  | FFPPFP |
|  |  |  |  |  |  |  |  |  |  |  |  |

## 61 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellenc |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *AC TEST OF CREATIVE ABILITY, FORM A* | | Adult | IRC | 9 | 13 | 4 |
| *ALTERNATE HEADLINES, FORM CEF06A* | | Adult | SPS | 2 | 11 | 1 |
| *ALTERNATE METHODS, FORM PE04A* | | Adult | SPS | 4 | 7 | 1 |
| *ALTERNATE USES, FORM A* | | GR 6 & up | SPS | 7 | 11 | 1 |
| *APPARATUS TEST, FORM EMI05C* | | GR 9 & up | SPS | 6 | 9 | 1 |
| *ASCHNER-GALLAGHER SYSTEM Divergent Thinking* | | 10 yrs. & up | JJG | 6 | 11 | 0 |
| *ASSOCIATIONAL FLUENCY I, FORM A* | | GR 9 & up | SPS | 8 | 12 | 2 |
| *ASSOCIATIONS TEST* | | Grade Sch. & up | WNJ | 5 | 9 | 2 |
| *ATTRIBUTE LISTING I, FORM HA01A* | | Adult | SPS | 4 | 12 | 1 |
| *BRICK USES, FORM CF04A* | | Adult | SPS | 4 | 10 | 0 |
| *CARTOONS, FORM CMT03A* | V5 | GR 9 & up | SPS | | | |
| *COMMON SITUATIONS TEST, FORM CPS03A* | V11 | Adult | SPS | 4 | 10 | 1 |
| *CONCEPTUAL STYLE TEST* | V2 | GR 1-6 | JK | | | |
| *CONSEQUENCES* | | GR 7 & up | SPS | 8 | 11 | 2 |

E SUMMARY TEST EVALUATIONS

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| RM A | | Adult | IRC | 9 | 13 | 4 | 3 | 7 | 3 | | FGPPGF |
| M | | Adult | SPS | 2 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 6 & up | SPS | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 10 yrs. & up | JJG | 6 | 11 | 0 | 0 | 3 | 0 | | PGPPPP |
| | | GR 9 & up | SPS | 8 | 12 | 2 | 2 | 6 | 0 | | FGPPFP |
| | | Grade Sch. & up | WNJ | 5 | 9 | 2 | 1 | 4 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | SPS | 4 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| | V5 | GR 9 & up | SPS | | | | | | | | |
| PSO3A | V11 | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V2 | GR 1-6 | JK | | | | | | | | |
| | | GR 7 & up | SPS | 8 | 11 | 2 | 1 | 5 | 0 | | FGPPFP |

HIGHER-ORDER COGNITIVE SUMMARY TES

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *CONTROLLED ASSOCIATION, FORM CAF01B* | | Adult | SPS | 7 | 10 | 1 | 1 |
| *CONTROLLED ASSOCIATIONS II, FORM CAF02B* | | Adult | SPS | 4 | 9 | 0 | 1 |
| *CONTROLLED ASSOCIATIONS III, FORM CAF06A* | | Adult | SPS | 5 | 8 | 0 | 1 |
| *CREATIVE DESIGN TEST* | | College | DTM | 7 | 12 | 1 | 0 |
| *CREATIVITY TEST, FORM G* | | Adult | UBS | 6 | 9 | 3 | 2 |
| *CREE QUESTIONNAIRE* | V3 V2<br>1C1 21<br>2A1 5A1 | Adult | IRC | 6 | 12 | 2 | 4 |
| *DENNY-IVES CREATIVITY TEST, FORM A* | | est. GR 7-9 | DD | 4 | 11 | 0 | 1 |
| *DESCRIPTIVE COMPLETIONS, FORM CIF01A* | | Adult | SPS | 4 | 9 | 1 | 1 |
| *EMPLOYEE APTITUDE SURVEY, FORM A*<br>*Word Fluency* | | 16 yrs. & up | PS | 5 | 11 | 5 | 4 |
| *EXPRESSIONAL FLUENCY, FORM A* | | GR 9 & up | SPS | 9 | 11 | 1 | 1 |
| *FLORIDA TAXONOMY OF COGNITIVE BEHAVIORS, FORM K-1*<br>*Category 6: Synthesis* | F10 | GR K-1 | IDHR | 6 | 11 | 0 | 1 |
| *FLORIDA TAXONOMY OF COGNITIVE BEHAVIORS, ORIGINAL FORM*<br>*Category 6: Synthesis* | V14<br>V16 | GR 2 & up | IDHR | 6 | 11 | 0 | 1 |
| *FOUR-WORD COMBINATIONS, FORM CEF05A* | | Adult | SPS | 4 | 12 | 1 | 1 |
| *FOUR-WORD COMBINATIONS FL, FORM CEF03A* | | Adult | SPS | 4 | 12 | 1 | 1 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *B* | | Adult | SPS | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *CAFO2B* | | Adult | SPS | 4 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *CAFO5A* | | Adult | SPS | 5 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | College | DTM | 7 | 12 | 1 | 0 | 6 | 0 | | PGPPFP |
| | | Adult | UBS | 6 | 9 | 3 | 2 | 5 | 3 | | PFPPFF |
| | V3 V2<br>1C1 21<br>2A1 5A1 | Adult | IRC | 6 | 12 | 2 | 4 | 8 | 0 | | PGPPGP |
| | | est. GR 7-9 | DD | 4 | 11 | 0 | 1 | 5 | 3 | | PGPPFF |
| *1A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 16 yrs. & up | PS | 5 | 11 | 5 | 4 | 7 | 4 | | PGFPGG |
| | | GR 9 & up | SPS | 9 | 11 | 1 | 1 | 7 | 0 | | FGPFGP |
| *VIORS, FORM K-1* | F10 | GR K-1 | IDHR | 6 | 11 | 0 | 1 | 4 | 0 | | PGPPFP |
| *VIORS, ORIGINAL FORM* | V14<br>V16 | GR 2 & up | IDHR | 6 | 11 | 0 | 1 | 4 | 0 | | PGPPFP |
| *4* | | Adult | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| *FO3A* | | Adult | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |

63 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *FOUR-WORD SENTENCES, FORM AC* | | GR 7 & up | SPS | 4 | 12 |
| *IDEATIONAL FLUENCY I, FORM A* | | GR 7 & up | SPS | 10 | 11 |
| *IMPLIED USES, FORM CX05A* | | Adult | SPS | 4 | 10 |
| *IMPOSSIBILITIES, FORM CF01B* | | Adult | SPS | 6 | 12 |
| *KIT OF REFERENCE TESTS*<br>*Fa-1 (Associational Fluency: Controlled Associations Test)* | | GR 6-16 | ETS | 6 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fa-3 (Associational Fluency: Associations IV)* | | GR 6-16 | ETS | 6 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fe-2 (Expressional Fluency: Simile Interpretations)* | | GR 8-16 | ETS | 6 | 10 |
| *KIT OF REFERENCE TESTS*<br>*Fe-3 (Expressional Fluency: Word Arrangements)* | | GR 8-16 | ETS | 6 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fi-1 (Ideational Fluency: Topics Test)* | | GR 8-16 | ETS | 6 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fi-2 (Ideational Fluency: Theme Test)* | | GR 8-16 | ETS | 6 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fi-3 (Ideational Fluency: Thing Categories Test)* | | GR 8-16 | ETS | 4 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fw-1 (Word Fluency: Word Endings Test)* | | GR 6-16 | ETS | 4 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fw-2 (Word Fluency: Word Beginnings Test)* | | GR 6-16 | ETS | 4 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Fw-3 (Word Fluency: Word Beginnings and Endings Test)* | | GR 6-16 | ETS | 4 | 11 |

SUMMARY TEST EVALUATIONS

| **ATEGORY** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | GR 7 & up | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 7 & up | SPS | 10 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 6 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| *Controlled Associations Test)* | | GR 6-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *Associations IV)* | | GR 6-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *Simile Interpretations)* | | GR 8-16 | ETS | 6 | 10 | 0 | 1 | 6 | 3 | | PFPPFF |
| *Word Arrangements)* | | GR 8-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *pics Test)* | | GR 8-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PFPPFF |
| *eme Test)* | | GR 8-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *ing Categories Test)* | | GR 8-16 | ETS | 4 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *ings Test)* | | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *innings Test)* | | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *innings and Endings Test)* | | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |

HIGHER-ORDER COGNITIVE SUMMARY TEST

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usabilit |
|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0- |
| *KIT OF REFERENCE TESTS*<br>*Re-2 (Semantic Redefinition: Object Synthesis)* | | GR 10-16 | ETS | 6 | 12 | 0 | 1 | 6 |
| *KIT OF REFERENCE TESTS*<br>*Sep-1 (Sensitivity to Problems: Apparatus Test)* | | GR 8-16 | ETS | 6 | 8 | 0 | 1 | 6 |
| *KIT OF REFERENCE TESTS*<br>*Xs-3 (Semantic Spontaneous Flexibility: Object Naming)* | V9 | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 |
| *MINIRAT TEST, FORM A* | | GR 1-3 | MDL | 6 | 9 | 2 | 1 | 6 |
| *MISSING LINKS, FORM HZ01A* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 |
| *NAMES FOR STORIES, FORM DMT01F* | | GR 7 | SPS | 6 | 10 | 1 | 1 | 6 |
| *NUMBER ASSOCIATIONS, FORM CFN05A* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 |
| *OBJECT SYNTHESIS, FORM NMT02A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 |
| *OREGON ACADEMIC RANKING TEST* | V16 | GR 3-7 | WPS | | | | | |
| *ORIGINALITY TEST, FORM A* | | Preschool | EKS | 6 | 9 | 0 | 1 | 3 |
| *PLOT TITLES, FORM CF02B* | | GR 9 & up | SPS | 9 | 11 | 2 | 1 | 6 |
| *POSSIBLE JOBS, FORM DMI03B* | | GR 9 & up | SPS | 7 | 11 | 1 | 1 | 6 |
| *REMOTE ASSOCIATES TEST, COLLEGE LEVEL, FORM 1* | | College & Adult | HMC | 8 | 11 | 6 | 3 | 7 |
| *REMOTE ASSOCIATES TEST, HIGH SCHOOL LEVEL, FORM 1* | | High School | HMC | 4 | 11 | 4 | 4 | 6 |

| ORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *Synthesis)* | | GR 10-16 | ETS | 6 | 12 | 0 | 1 | 6 | 3 | | PGPPFF |
| *paratus Test)* | | GR 8-16 | ETS | 6 | 8 | 0 | 1 | 6 | 3 | | PFPPFF |
| *ity: Object Naming)* | V9 | GR 6-16 | ETS | 4 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| | | GR 1-3 | MDL | 6 | 9 | 2 | 1 | 6 | 3 | | PFPPFF |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 7 | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | V16 | GR 3-7 | WPS | | | | | | | | |
| | | Preschool | EKS | 6 | 9 | 0 | 1 | 3 | 3 | | PFPPPF |
| | | GR 9 & up | SPS | 9 | 11 | 2 | 1 | 6 | 0 | * | FGPPFP |
| | | GR 9 & up | SPS | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| M 1 | | College & Adult | HMC | 8 | 11 | 6 | 3 | 7 | 3 | | FGFPGF |
| , FORM 1 | | High School | HMC | 4 | 11 | 4 | 4 | 6 | 0 | | PGPPFP |

## 65 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *RHYMES, FORM CWF03A* | | Adult | SPS | 4 | 10 |
| *RHYMING DEFINITIONS, FORM CSX06A* | | Adult | SPS | 4 | 10 |
| *SIMILAR WORDS, FORM AC* | | GR 7-8 | SPS | 7 | 12 |
| *SIMILE COMPLETION, FORM CEF08A* | | Adult | SPS | 6 | 10 |
| *SIMILE INSERTIONS, FORM DMR01C* | | GR 9 & up | SPS | 6 | 11 |
| *SOCIAL INSTITUTIONS, FORM CS05A* | | Adult | SPS | 4 | 9 |
| *SRT SCALE (SCIENCE RESEARCH TEMPERAMENT SCALE), FORM A* | | Adult | PA | 7 | 12 |
| *THING LISTING I, FORM CIF02A* | | Adult | SPS | 4 | 11 |
| *TORRANCE TESTS OF CREATIVE THINKING, FORM A*<br>*Verbal* | V19 V15<br>V14 | Kg-Adult | PPI | 12 | 11 |
| *TWO-WORD COMBINATIONS, FORM CEF04A* | | Adult | SPS | 4 | 11 |
| *TWO-WORD COMBINATIONS FL, FORM CEF05A* | | Adult | SPS | 4 | 10 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Brainstorming* | | 18 yrs. & up | ML | 8 | 10 |
| *UTILITY TEST, FORM DMC01B* | | GR 9 & up | SPS | 7 | 12 |
| *VERBAL TESTS*<br>*Test 2* | S16 S5<br>S7 | 13-15 yrs. | NEPC | 6 | 10 |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *CSXO6A* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 7-8 | SPS | 7 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| *FO8A* | | Adult | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RO1C* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *CSO5A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *H TEMPERAMENT SCALE), FORM A* | | Adult | PA | 7 | 12 | 4 | 4 | 8 | 0 | | PGPPGP |
| *2A* | | Adult | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *THINKING, FORM A* | V19 V15<br>V14 | Kg-Adult | PPI | 12 | 11 | 5 | 4 | 6 | 4 | | GGFPFG |
| *M CEFO4A* | | Adult | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *FORM CEFO5A* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EXERCISES* | | 18 yrs. & up | ML | 8 | 10 | 0 | 0 | 4 | 0 | | FFPPFP |
| | | GR 9 & up | SPS | 7 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| | S16 S5<br>S7 | 13-15 yrs. | NEPC | 6 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *WADDLE (WARREN AND DAVIS DISTANT LINKING EXAM)* | | GR 6 | WRDCCL | 7 | 10 | 1 | 2 |
| *WAYS TO USE IT, FORM DMC01B* | | GR 6-7 | SPS | 6 | 12 | 1 | 1 |
| *WHAT WOULD HAPPEN?, FORM AC* | | GR 6-7 | SPS | 6 | 12 | 1 | 1 |
| *WHOPPERS, FORM DMT05A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 |
| *WORD FLUENCY, FORM A* | S10 | GR 7 & up | SPS | | | | |
| *WORD FLUENCY TEST* | | Adult | IRC | 9 | 10 | 5 | 5 |
| *WORD LISTING O, FORM CAF03A* | | Adult | SPS | 6 | 10 | 1 | 1 |
| *WORD SYNTHESIS, FORM CEF01A* | V4 | Adult | SPS | | | | |
| S10 Symbolic Inventing-Ideating | | | | | | | |
| *ALTERNATE ADDITIONS, FORM DSR01B* | | GR 9 & up | SPS | 5 | 10 | 1 | 1 |
| *KIT OF REFERENCE TESTS*<br>*O-2 (Originality: Symbol Production)* | | GR 10-16 | ETS | 8 | 10 | 0 | 1 |
| *LIMITED WORDS, FORM DSI02A* | | GR 9 & up | SPS | 4 | 9 | 1 | 1 |
| *MULTIPLE SYMBOLIC IMPLICATIONS, FORM DSI03A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 |
| *NLSMA SCALES: VOL. 1, PART A (p. 69), FORM 106*<br>*Anagrams*<br>*Fall Year 1 Test Battery, Grade 4* | | GR 4 | SMSG | 6 | 10 | 0 | 1 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *LINKING EXAM)* | | GR 6 | WRDCCL | 7 | 10 | 1 | 2 | 5 | 0 | | PFPPFP |
| | | GR 6-7 | SPS | 6 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 6-7 | SPS | 6 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | S10 | GR 7 & up | SPS | | | | | | | | |
| | | Adult | IRC | 9 | 10 | 5 | 5 | 7 | 0 | | FFFFGP |
| | | Adult | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V4 | Adult | SPS | | | | | | | | |
| | | | | | | | | | | | |
| | | GR 9 & up | SPS | 5 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *roduction)* | | GR 10-16 | ETS | 8 | 10 | 0 | 1 | 6 | 3 | | FFPPFF |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM DSIO3A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *. 69), FORM 106*<br>*rade 4* | | GR 4 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriatene |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *NLSMA SCALES: VOL. 3 (p. 65), FORM 126*<br>*Anagrams*<br>*Fall Year 1 Test Battery, Grade 10* | | GR 10 | SMSG | 6 | 10 |
| *NUMBER COMBINATIONS, FORM DSSO2B* | | GR 9 & up | SPS | 6 | 10 |
| *NUMBER RULES, FORM DSRO2B* | | GR 9 & up | SPS | 6 | 9 |
| *SUFFIXES, FORM DSUO1A* | | Adult | SPS | 4 | 9 |
| *SYLLABLES, FORM CSXO2A* | | Adult | SPS | 4 | 10 |
| *SYMBOL ELABORATION, FORM DSIO1B* | | GR 9 & up | SPS | 6 | 10 |
| *WORD FLUENCY, FORM A* | V10 | GR 7 & up | SPS | 5 | 11 |
| F10 Figural-Spatial Inventing-Ideating | | | | | |
| *ALTERNATE LETTER GROUPS, FORM DFCO3B* | F8 | GR 9 & up | SPS | 2 | 10 |
| *DECORATIONS, FORM DFIO2B* | | GR 7 & up | SPS | 4 | 11 |
| *DESIGNS, FORM DFSO1A* | | GR 7 & up | SPS | 9 | 10 |
| *DOT SYSTEMS TEST, FORM DFSO2A* | | GR 9 & up | SPS | 2 | 7 |
| *FIGURE PRODUCTION, FORM DFIO3A* | | GR 9 & up | SPS | 7 | 10 |
| *FLORIDA TAXONOMY OF COGNITIVE BEHAVIORS, FORM K-1*<br>*Category 6: Synthesis* | V10 | GR K-1 | IDHR | | |

SUMMARY TEST EVALUATIONS

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| FORM 126<br>Grade 10 | | GR 10 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| B | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V10 | GR 7 & up | SPS | 5 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| ing | | | | | | | | | | | |
| FCO3B | F8 | GR 9 & up | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 7 & up | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 7 & up | SPS | 9 | 10 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | GR 9 & up | SPS | 2 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| EHAVIORS, FORM K-1 | V10 | GR K-1 | IDHR | | | | | | | | |

## HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *GROSS GEOMETRIC FORMS* | | 3-10 yrs. | RBG | 9 | 12 | 1 |
| *MAKE A FIGURE TEST, FORM DFU02B* | | GR 9 & up | SPS | 2 | 11 | 1 |
| *MAKE A MARK, FORM DFU03A* | | GR 9 & up | SPS | 4 | 12 | 1 |
| *MAKING OBJECTS, FORM DFT06B* | | GR 7 & up | SPS | 8 | 12 | 1 |
| *MONOGRAMS, FORM DFS03A* | | GR 9 & up | SPS | 7 | 11 | 1 |
| *SKETCHES, FORM DFU01B* | | GR 9 & up | SPS | 8 | 11 | 1 |
| *TORRANCE TESTS OF CREATIVE THINKING, FORM A*<br>*Figural* | | Kg-Adult | PPI | 10 | 10 | 5 |
| V11 Verbal Planning | | | | | | |
| *BALANCES, FORM RGR08A* | | Adult | SPS | 2 | 9 | 1 |
| *BEHAVIORAL ANALYSIS INSTRUMENT FOR TEACHERS*<br>*Planning* | | Teachers | ECC | 2 | 7 | 0 |
| *BRADFORD CONSOLIDATED FUND IN-BASKET TEST* | | Adult | ETS | 8 | 13 | 1 |
| *CALIFORNIA STUDY METHODS SURVEY*<br>*Planning and System* | | GR 7-13 | CTB | 9 | 12 | 5 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Personal Efficiency* | | College | CPP | 6 | 12 | 5 |
| *COMMON SITUATIONS TEST, FORM CFS03A* | V10 | Adult | SPS | | | |

| CATEGORY<br>IE | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | 3-10 yrs. | RBG | 9 | 12 | 1 | 1 | 5 | 0 | | FGPPFP |
| | | GR 9 & up | SPS | 2 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 4 | 12 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 7 & up | SPS | 8 | 12 | 1 | 1 | 6 | 0 | | FGPPFP |
| | | GR 9 & up | SPS | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| *ING, FORM A* | | Kg-Adult | PPI | 10 | 10 | 5 | 4 | 6 | 4 | | FFFPFG |
| | | | | | | | | | | | |
| | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FOR TEACHERS* | | Teachers | ECC | 2 | 7 | 0 | 1 | 0 | 0 | | PFPPPP |
| *SKET TEST* | | Adult | ETS | 8 | 13 | 1 | 0 | 5 | 0 | | FGPPFP |
| | | GR 7-13 | CTB | 9 | 12 | 5 | 6 | 8 | 0 | | FGFFGP |
| *DJUSTMENT* | | College | CPP | 6 | 12 | 5 | 5 | 7 | 0 | | PGFFGP |
| *03A* | V10 | Adult | SPS | | | | | | | | |

## 69 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *CONTINGENCIES, FORM PX03A* | V15 | Adult | SPS | | | |
| *FLANAGAN APTITUDE CLASSIFICATION TEST (VOCATIONAL)*<br>*Test 9: Planning* | | GR 9-12 | SRA | 9 | 11 | 4 |
| *FLANAGAN INDUSTRIAL TESTS, FORM A*<br>*Planning* | | 18 yrs. & up | SRA | 9 | 11 | 4 |
| *KIT OF REFERENCE TESTS*<br>*Sep-3 (Sensitivity to Problems: Seeing Deficiencies)* | | GR 8-16 | ETS | 6 | 11 | 0 |
| *MAKING A PLAN, FORM DMI01B* | | GR 7 & up | SPS | 9 | 12 | 1 |
| *PEARSON-HYRAM TEST OF CRITICAL THINKING*<br>*Part VIII* | | est. High School & up | RBS | 4 | 10 | 0 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Analyzes and Plans* | V12<br>V19 | GR 5 | MKN | 11 | 11 | 0 |
| *PLANNING ELABORATION, FORM PE01A* | | Adult | SPS | 9 | 11 | 1 |
| *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*PI (Planning for Implementation)* | | College | ETS | 8 | 13 | 1 |
| *SEEING PROBLEMS, FORM CMI03B* | | GR 9 & up | SPS | 6 | 8 | 1 |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVELS 1 & 2*<br>*How Would You...* | | GR K-1 | SRA | 6 | 12 | 0 |
| *UNUSUAL METHODS, FORM PI03A* | | Adult | SPS | 6 | 9 | 1 |
| S11 Symbolic Planning | | | | | | |
| *EFFICIENT WORD TRANSFORMATIONS, FORM NST04A* | | GR 9 & up | SPS | 4 | 10 | 1 |

## OGNITIVE SUMMARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *PX03A* | V15 | Adult | SPS | | | | | | | | |
| *LASSIFICATION TEST (VOCATIONAL)*<br>*ing* | | GR 9-12 | SRA | 9 | 11 | 4 | 6 | 7 | 0 | | FGPFGP |
| *TESTS, FORM A* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 5 | 7 | 0 | | FGPFGP |
| *STS*<br>*vity to Problems: Seeing Deficiencies)* | | GR 8-16 | ETS | 6 | 11 | 0 | 2 | 6 | 3 | | PGPPFF |
| *DMI01B* | | GR 7 & up | SPS | 9 | 12 | 1 | 1 | 6 | 0 | | FGPPFP |
| *F CRITICAL THINKING* | | est. High School & up | RBS | 4 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *MATHEMATICS INQUIRY*<br>*lans* | V12<br>V19 | GR 5 | MKN | 11 | 11 | 0 | 2 | 4 | 3 | | FGPPFF |
| *, FORM PE01A* | | Adult | SPS | 9 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| *RADUATE STUDENTS IN BUSINESS*<br>*r Implementation)* | | College | ETS | 8 | 13 | 1 | 3 | 3 | 0 | | FGPPPP |
| *RM CMI03B* | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EDUCATIONAL ABILITY), LEVELS 1 & 2*<br>*..* | | GR K-1 | SRA | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| *RM PI03A* | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | | | | | | | | | | |
| *SFORMATIONS, FORM NST04A* | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellenc |
|---|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0-13 | 0-1 |
| | *LIMITED SUMS, FORM CSI02A* | | GR 9 & up | SPS | 6 | 9 | 1 |
| | *NECESSARY ARITHMETIC OPERATIONS, FORM RGR06A* | | Adult | SPS | 4 | 8 | 1 |
| | *SYMBOL GROUPING, FORM CSI01B* | | GR 9 & up | SPS | 8 | 7 | 1 |
| | *WORD PATTERNS, FORM CSI03C* | | GR 9 & up | SPS | 7 | 10 | 1 |
| F11 | Figural-Spatial Planning | | | | | | |
| | *BEST MOVE SELECTION, FORM EFI02A* | | Adult | SPS | 4 | 8 | 1 |
| | *CIRCLE CONTINUATIONS, FORM CFI04A* | | Adult | SPS | 2 | 9 | 1 |
| | *COMPETITIVE PLANNING, FORM CFI01A* | | Adult | SPS | 3 | 8 | 0 |
| | *ESSENTIAL MAZE ROUTES, FORM EFI04A* | | Adult | SPS | 5 | 10 | 0 |
| | *JUDGING FIGURAL ELABORATIONS, FORM EFI01A* | | Adult | SPS | 8 | 7 | 1 |
| | *KIT OF REFERENCE TESTS*<br>*Xa-3 (Figural Adaptive Flexibility: Planning Air Maneuvers)* | | GR 11-16 | ETS | 6 | 10 | 0 |
| | *MOST EFFECTIVE PATH, FORM CFI04A* | | Adult | SPS | 4 | 7 | 1 |
| | *PATTERN ARRANGEMENT, FORM CFI06A* | | Adult | SPS | 6 | 6 | 1 |
| | *PLANNING AIR MANEUVERS, FORM DFT01C* | | GR 9 & up | SPS | 7 | 7 | 1 |

## HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS —— 70

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| S, FORM RGRO6A | | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 8 | 7 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | GR 9 & up | SPS | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | | | | | | | | | | |
| 2A | | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| O4A | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| O1A | | Adult | SPS | 3 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| IO4A | | Adult | SPS | 5 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| FORM EFIO1A | | Adult | SPS | 8 | 7 | 1 | 1 | 6 | 0 | | FFPPFP |
| xibility: Planning Air Maneuvers) | | GR 11-16 | ETS | 6 | 10 | 0 | 1 | 6 | 4 | | PFPPFG |
| 4A | | Adult | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| 6A | | Adult | SPS | 6 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |
| FTO1C | | GR 9 & up | SPS | 7 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PLANNING A CIRCUIT TEST* | | Adult | SPS | 7 | 6 |
| *POSTER JUDGMENT, FORM EFI05A* | | Adult | SPS | 6 | 8 |
| *ROUTE PLANNING* | | Adult | SPS | 7 | 7 |
| V12 Verbal Problem-Redefinition | | | | | |
| *INSIGHT PROBLEMS, FORM CAX02A* | | Adult | SPS | 6 | 9 |
| *JUDGING OBJECT ADAPTATIONS, FORM EMT06A* | | GR 9 & up | SPS | 6 | 11 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY Analyzes and Plans* | V11 | GR 5 | MKM | | |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY Self Evaluation* | V2 | GR 5 | MKM | | |
| *PLANNING SKILLS, FORM PG01A* | | Adult | SPS | 9 | 6 |
| *POSSIBILITIES, FORM HN03B* | | Adult | SPS | 2 | 10 |
| *PUZZLES, FORM CAX01A* | | Adult | SPS | 4 | 11 |
| *RIDDLES, FORM CSX08A* | | Adult | SPS | 2 | 9 |
| *WATER JARS, FORM CAX11A* | V16 | Adult | SPS | | |
| S12 Symbolic Problem-Redefinition | | | | | |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ST* |  | Adult | SPS | 7 | 6 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *EFIO5A* |  | Adult | SPS | 6 | 8 | 0 | 1 | 6 | 0 |  | PFPPFP |
|  |  | Adult | SPS | 7 | 7 | 1 | 1 | 6 | 0 |  | PFPPFP |
| nition |  |  |  |  |  |  |  |  |  |  |  |
| *M CAXO2A* |  | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *TIONS, FORM EMTO6A* |  | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 |  | PGPPFP |
| *ATHEMATICS INQUIRY*<br>*ns* | V11 | GR 5 | MKM |  |  |  |  |  |  |  |  |
| *ATHEMATICS INQUIRY* | V2 | GR 5 | MKM |  |  |  |  |  |  |  |  |
| *PGO1A* |  | Adult | SPS | 9 | 6 | 0 | 1 | 5 | 0 |  | FFPPFP |
| *NO3B* |  | Adult | SPS | 2 | 10 | 1 | 1 | 6 | 0 |  | PFPPFP |
|  |  | Adult | SPS | 4 | 11 | 1 | 1 | 6 | 0 |  | PGPPFP |
|  |  | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *1A* | V16 | Adult | SPS |  |  |  |  |  |  |  |  |
| finition |  |  |  |  |  |  |  |  |  |  |  |

## HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *NUMBER AND OPERATIONS CHANGES* | | Adult | SPS | 2 | 8 | 1 |
| F12 Figural-Spatial Problem-Redefinition | | | | | | |
| *MATCH PROBLEMS, FORM CX03B* | | Adult | SPS | 7 | 10 | 1 |
| *SQUARES, FORM CAX07A* | | Adult | SPS | 6 | 9 | 1 |
| V13 Verbal Transfer of Approach to New Problems | | | | | | |
| *PROCEDURE APPLICATIONS, FORM PI01A* | | Adult | SPS | 9 | 8 | 1 |
| S13 Symbolic Transfer of Approach to New Problems | | | | | | |
| F13 Figural-Spatial Transfer of Approach to New Problems | | | | | | |
| V14 Verbal Creating Hypotheses | | | | | | |
| *CORNELL CRITICAL THINKING TEST: LEVEL Z*<br>*Part V* | V17 | College & Adult | CTP | | | |
| *FLORIDA TAXONOMY OF COGNITIVE BEHAVIORS, ORIGINAL FORM*<br>*Category 6: Synthesis* | V10 | GR 2 & up | IDHR | | | |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVELS 1 & 2*<br>*What Would Happen If* | | GR K-1 | SRA | 6 | 12 | 0 |
| *TORRANCE TESTS OF CREATIVE THINKING, FORM A*<br>*Verbal* | V10 | Kg-Adult | PPI | | | |
| S14 Symbolic Creating Hypotheses | | | | | | |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *C* | | Adult | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| finition | | | | | | | | | | | |
| | | Adult | SPS | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| o New Problems | | | | | | | | | | | |
| *PIO1A* | | Adult | SPS | 9 | 8 | 1 | 1 | 6 | 0 | | FFPPFP |
| to New Problems | | | | | | | | | | | |
| pproach to New Problems | | | | | | | | | | | |
| | | | | | | | | | | | |
| *T: LEVEL Z* | V17 | College & Adult | CTP | | | | | | | | |
| *BEHAVIORS, ORIGINAL FORM* | V10 | GR 2 & up | IDHR | | | | | | | | |
| *AL ABILITY), LEVELS 1 & 2* | | GR K-1 | SRA | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| *INKING, FORM A* | V10 | Kg-Adult | PPI | | | | | | | | |
| | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| F14 Figural-Spatial Creating Hypotheses | | | | |
| *LET'S LOOK AT FIRST GRADERS*<br>*Water Level in Tilted Jar* | | GR 1 | ETS | 4 |
| V15 Verbal Inferring From Data | | | | |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 7* | | GR 7-9 | HBJ | 5 |
| *ANALYSIS OF LEARNING POTENTIAL: ELEMENTARY BATTERY, FORM A*<br>*Test 6* | | GR 4-6 | HBJ | 5 |
| *ASCHNER-GALLAGHER SYSTEM*<br>*Convergent Thinking* | V16 | 10 yrs. & up | JJG | 6 |
| *ASSOCIATIONS I, FORM CN02A* | | Adult | SPS | 0 |
| *COMMON SENSE JUDGMENT I, FORM EMI04A* | | GR 9 & up | SPS | 3 |
| *CONCEPT SYNTHESIS, FORM CY02A* | | Adult | SPS | 4 |
| *CONTINGENCIES, FORM PX03A* | V11 | Adult | SPS | 4 |
| *CORNELL CRITICAL THINKING TEST, LEVEL X*<br>*Part IA* | | 14 yrs. & up | CTP | 13 |
| *CORNELL CRITICAL THINKING TEST, LEVEL Z*<br>*Part IV* | | College & Adult | CTP | 13 |
| *EFFECTS, FORM PX01A* | | Adult | SPS | 7 |
| *EPISODES, FORM HN02B* | | Adult | SPS | 2 |

NITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| Hypotheses | | | | | | | | | | | |
| *ERS*<br>*ed Jar* | | GR 1 | ETS | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| ta | | | | | | | | | | | |
| *ENTIAL: ADVANCED BATTERY I, FORM A* | | GR 7-9 | HBJ | 5 | 10 | 1 | 0 | 6 | 4 | | PFPPFG |
| *ENTIAL: ELEMENTARY BATTERY, FORM A* | | GR 4-6 | HBJ | 5 | 8 | 1 | 0 | 6 | 3 | | PFPPFF |
| | V16 | 10 yrs. & up | JJG | 6 | 11 | 0 | 0 | 3 | 0 | | PGPPPP |
| *2A* | | Adult | SPS | 0 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM EMIO4A* | | GR 9 & up | SPS | 3 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *CYO2A* | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *A* | V11 | Adult | SPS | 4 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *G TEST, LEVEL X* | | 14 yrs. & up | CTP | 13 | 12 | 1 | 1 | 7 | 0 | | GGPPGP |
| *G TEST, LEVEL Z* | | College & Adult | CTP | 13 | 12 | 1 | 1 | 7 | 0 | | GGPPGP |
| | | Adult | SPS | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *GENERALIZATIONS, FORM EL09A* | | Adult | SPS | 7 | 9 | 1 |
| *INFERENCE TEST, FORM RD03B* | V16 | Adult | SPS | | | |
| *INFERENCES II, FORM EL18A* | | Adult | SPS | 6 | 8 | 1 |
| *INTERPRETATIONS, FORM EL08A* | | Adult | SPS | 6 | 9 | 1 |
| *INQUIRY SKILLS MEASURES*<br>*Sealed Box* | V18 | 9-11 yrs. | ECA | 4 | 9 | 0 |
| *LET'S LOOK AT FIRST GRADERS*<br>*Guessing Game* | V4 | GR 1 | ETS | | | |
| *PEARSON-HYRAM TEST OF CRITICAL THINKING*<br>*Parts VII, IX, & X* | | est. High School & up | GH | 8 | 9 | 0 |
| *PERTINENT QUESTIONS, FORM A* | V21 | GR 9 & up | SPS | 6 | 10 | 1 |
| *SENTENCE ANALYSIS, FORM CA01A* | | Adult | SPS | 4 | 10 | 1 |
| *SENTENCE SELECTION, FORM EMI02A* | | GR 9 & up | SPS | 6 | 9 | 1 |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Section 14* | | High School | NCSS | 6 | 13 | 0 |
| *TORRANCE TESTS OF CREATIVE THINKING, FORM A*<br>*Verbal* | V10 | Kg-Adult | PPI | | | |
| S15 Symbolic Inferring From Data | | | | | | |
| F15 Figural-Spatial Inferring From Data | | | | | | |

| TEGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | Adult | SPS | 7 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V16 | Adult | SPS | | | | | | | | |
| | | Adult | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V18 | 9-11 yrs. | ECA | 4 | 9 | 0 | 0 | 2 | 4 | | PFPPPG |
| | V4 | GR 1 | ETS | | | | | | | | |
| *KING* | | est. High School & up | GH | 8 | 9 | 0 | 1 | 6 | 0 | | FFPPFP |
| | V21 | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | High School | NCSS | 6 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *, FORM A* | V10 | Kg-Adult | PPI | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-1 |
| V16 Verbal Deductive Reasoning | | | | |
| *ACADEMIC ALERTNESS (AA), FORM A* | S7 | Adult | PRA | 7 |
| *ACADEMIC APTITUDE TEST (VERBAL)*<br>*Test 2: Section C* | | GR 7 & up | PA | 7 |
| *ACADEMIC APTITUDE TEST (VERBAL)*<br>*Test 3: Section B* | | GR 7 & up | PA | 5 |
| *ACADEMIC PROMISE TESTS, FORM A*<br>*Verbal* | | GR 6-9 | PC | 8 |
| *ACER ADVANCED TEST B40* | | 13 yrs. & up | ACER | 5 |
| *ACER ADVANCED TEST N* | F16 S7<br>S16 V8<br>V5 | 16 yrs. & up | ACER | 4 |
| *ACER INTERMEDIATE TEST A* | V8 S7<br>V7 V5 | 10.0-14.0 yrs. | ACER | 4 |
| *ACER INTERMEDIATE TEST D* | S7 V7<br>V8 | 10.0-14.0 yrs. | ACER | 5 |
| *ACER JUNIOR A TEST* | V7 F7<br>V17 | 8.6-12.0 yrs. | ACER | 6 |
| *ACER JUNIOR B TEST*<br>*Test 2* | | 8.6-12.0 yrs. | ACER | 5 |
| *ACER JUNIOR B TEST*<br>*Test 3* | | 8.6-12.0 yrs. | ACER | 3 |
| *ACER JUNIOR B TEST*<br>*Test 5* | | 8.6-12.0 yrs. | ACER | 5 |
| *ADAPTABILITY TEST, FORM A* | S16 | Adult | SRA | |

COGNITIVE SUMMARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| Reasoning |  |  |  |  |  |  |  |  |  |  |  |
| *S (AA), FORM A* | S7 | Adult | PRA | 7 | 7 | 3 | 5 | 6 | 4 |  | PFPFFG |
| *TEST (VERBAL)*<br>*tion C* |  | GR 7 & up | PA | 7 | 8 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *TEST (VERBAL)*<br>*tion B* |  | GR 7 & up | PA | 5 | 8 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *TESTS, FORM A* |  | GR 6-9 | PC | 8 | 9 | 6 | 5 | 7 | 3 |  | FFFFGF |
| *T B40* |  | 13 yrs.<br>& up | ACER | 5 | 6 | 3 | 4 | 5 | 0 |  | PFPPFP |
| *T N* | F16 S7<br>S16 V8<br>V5 | 16 yrs.<br>& up | ACER | 4 | 7 | 2 | 4 | 5 | 0 |  | PFPPFP |
| *TEST A* | V8 S7<br>V7 V5 | 10.0-14.0<br>yrs. | ACER | 4 | 7 | 3 | 4 | 6 | 0 |  | PFPPFP |
| *TEST D* | S7 V7<br>V8 | 10.0-14.0<br>yrs. | ACER | 5 | 7 | 7 | 4 | 6 | 0 |  | PFFPFP |
| *T* | V7 F7<br>V17 | 8.6-12.0<br>yrs. | ACER | 6 | 7 | 3 | 3 | 6 | 0 |  | PFPPFP |
| *T* |  | 8.6-12.0<br>yrs. | ACER | 5 | 7 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *T* |  | 8.6-12.0<br>yrs. | ACER | 3 | 6 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *T* |  | 8.6-12.0<br>yrs. | ACER | 5 | 7 | 2 | 1 | 7 | 0 |  | PFPPGP |
| *, FORM A* | S16 | Adult | SRA |  |  |  |  |  |  |  |  |

HIGHER-ORDER COGNITIVE SUMMARY T

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: ADVANCED BATTERY, FORM D* | V7 S7<br>F16 | GR 7-9 | BMC | 9 | 7 | 6 | 2 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: HIGH SCHOOL BATTERY, FORM D* | S7 V7<br>F16 | GR 10-12 | BMC | 9 | 7 | 7 | 2 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: INTERMEDIATE BATTERY, FORM D* | V7 S7<br>F8 | GR 4-6 | BMC | 9 | 7 | 6 | 2 |
| *ANALYSIS OF LEARNING POTENTIAL: ELEMENTARY BATTERY, FORM A*<br>*Test 7* | | GR 4-6 | HBJ | 7 | 6 | 1 | 0 |
| *ANALYSIS OF RELATIONSHIPS* | S16 | GR 12 & up | CPP | | | | |
| *APTITUDE TESTS (JUNIOR)*<br>*Subtest 1: Reasoning* | V8<br>S7 | 11-15 yrs. | IPR | 6 | 5 | 3 | 3 |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 1: Verbal Comprehension* | V8<br>V5 | 16 yrs. & up | IPR | 2 | 8 | 2 | 3 |
| *ARMY GENERAL CLASSIFICATION TEST, FORM AM* | F5 | GR 9 & up | SRA | 8 | 9 | 5 | 4 |
| *ASCHNER-GALLAGHER SYSTEM*<br>*Convergent Thinking* | V15 | 10 yrs. & up | JJG | | | | |
| *CALIFORNIA ALGEBRA APTITUDE TEST*<br>*Part I: Problems* | | GR 9 | AGS | 7 | 11 | 1 | 1 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 0*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 5-6.5 yrs. | CTB | | | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 5.5-9.5 yrs. | CTB | | | | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1*<br>*Tests 4, 5: Numerical Reasoning* | | 5.5-9.5 yrs. | CTB | 3 | 6 | 3 | 4 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1H*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 7.5-10.5 yrs. | CTB | | | | |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *CE TEST: ADVANCED BATTERY, FORM D* | V7 S7<br>F16 | GR 7-9 | BMC | 9 | 7 | 6 | 2 | 6 | 4 | | FFFPFG |
| *CE TEST: HIGH SCHOOL BATTERY, FORM D* | S7 V7<br>F16 | GR 10-12 | BMC | 9 | 7 | 7 | 2 | 6 | 4 | | FFFPFG |
| *CE TEST: INTERMEDIATE BATTERY, FORM D* | V7 S7<br>F8 | GR 4-6 | BMC | 9 | 7 | 6 | 2 | 6 | 4 | | FFFPFG |
| *TIAL: ELEMENTARY BATTERY, FORM A* | | GR 4-6 | HBJ | 7 | 6 | 1 | 0 | 6 | 3 | | PFPPFF |
| | S16 | GR 12 & up | CPP | | | | | | | | |
| | V8<br>S7 | 11-15 yrs. | IPR | 6 | 5 | 3 | 3 | 6 | 0 | | PPPPFP |
| *mprehension* | V8<br>V5 | 16 yrs. & up | IPR | 2 | 8 | 2 | 3 | 6 | 0 | | PFPPFP |
| *N TEST, FORM AM* | F5 | GR 9 & up | SRA | 8 | 9 | 5 | 4 | 6 | 0 | | FFFPFP |
| | V15 | 10 yrs. & up | JJG | | | | | | | | |
| *E TEST* | | GR 9 | AGS | 7 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *OF MENTAL MATURITY: LEVEL 0*<br>*al Reasoning* | V6 | 5-6.5 yrs. | CTB | | | | | | | | |
| *OF MENTAL MATURITY: LEVEL 1*<br>*al Reasoning* | V6 | 5.5-9.5 yrs. | CTB | | | | | | | | |
| *OF MENTAL MATURITY: LEVEL 1*<br>*l Reasoning* | | 5.5-9.5 yrs. | CTB | 3 | 6 | 3 | 4 | 7 | 0 | | PFPPGP |
| *OF MENTAL MATURITY: LEVEL 1H*<br>*al Reasoning* | V6 | 7.5-10.5 yrs. | CTB | | | | | | | | |

## 77 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | |
|---|---|---|---|---|
| | | | | 0- |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 1H*<br>*Tests 4, 5: Numerical Reasoning* | | 7.5-10.5 yrs. | CTB | 5 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 8.5-12.5 yrs. | CTB | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2*<br>*Tests 4, 5: Numerical Reasoning* | | 8.5-12.5 yrs. | CTB | 5 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 10.5-13.5 yrs. | CTB | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 2H*<br>*Tests 4, 5: Numerical Reasoning* | | 10.5-13.5 yrs. | CTB | 5 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 11.5-14.5 yrs. | CTB | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 3*<br>*Tests 4, 5: Numerical Reasoning* | | 11.5-14.5 yrs. | CTB | 5 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 13.5-18.5 yrs. | CTB | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 4*<br>*Tests 4, 5: Numerical Reasoning* | | 13.5-18.5 yrs. | CTB | 5 |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 5*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 18 yrs. & up | CTB | |
| *CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY: LEVEL 5*<br>*Tests 4, 5: Numerical Reasoning* | | 18 yrs. & up | CTB | 5 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 0, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 5-7 yrs. | CTB | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 6-9.5 yrs. | CTB | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 1, LONG FORM*<br>*Tests 6, 7: Numerical Reasoning* | S7 | 6-9.5 yrs. | CTB | 3 |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *F MENTAL MATURITY: LEVEL 1H*<br>*Reasoning* | | 7.5-10.5 yrs. | CTB | 5 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| *F MENTAL MATURITY: LEVEL 2*<br>*Reasoning* | V6 | 8.5-12.5 yrs. | CTB | | | | | | | | |
| *F MENTAL MATURITY: LEVEL 2*<br>*Reasoning* | | 8.5-12.5 yrs. | CTB | 5 | 9 | 3 | 4 | 7 | 0 | | PFPPGP |
| *F MENTAL MATURITY: LEVEL 2H*<br>*Reasoning* | V6 | 10.5-13.5 yrs. | CTB | | | | | | | | |
| *F MENTAL MATURITY: LEVEL 2H*<br>*Reasoning* | | 10.5-13.5 yrs. | CTB | 5 | 10 | 3 | 3 | 7 | 0 | | PFPPGP |
| *F MENTAL MATURITY: LEVEL 3*<br>*Reasoning* | V6 | 11.5-14.5 yrs. | CTB | | | | | | | | |
| *F MENTAL MATURITY: LEVEL 3*<br>*Reasoning* | | 11.5-14.5 yrs. | CTB | 5 | 8 | 4 | 3 | 7 | 0 | | PFPPGP |
| *F MENTAL MATURITY: LEVEL 4*<br>*Reasoning* | V6 | 13.5-18.5 yrs. | CTB | | | | | | | | |
| *F MENTAL MATURITY: LEVEL 4*<br>*Reasoning* | | 13.5-18.5 yrs. | CTB | 5 | 10 | 4 | 4 | 7 | 0 | | PFPPGP |
| *F MENTAL MATURITY: LEVEL 5*<br>*Reasoning* | V6 | 18 yrs. & up | CTB | | | | | | | | |
| *F MENTAL MATURITY: LEVEL 5*<br>*Reasoning* | | 18 yrs. & up | CTB | 5 | 10 | 4 | 4 | 7 | 0 | | PFPPGP |
| *TURITY: LEVEL 0, LONG FORM*<br>*Reasoning* | V6 | 5-7 yrs. | CTB | | | | | | | | |
| *TURITY: LEVEL 1, LONG FORM*<br>*Reasoning* | V6 | 6-9.5 yrs. | CTB | | | | | | | | |
| *TURITY: LEVEL 1, LONG FORM*<br>*Reasoning* | S7 | 6-9.5 yrs. | CTB | 3 | 6 | 3 | 4 | 7 | 0 | | PFPPGP |

HIGHER-ORDER COGNITIVE SUMMARY TE

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 8.5-12.5 yrs. | CTB | | | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | S7 | 8.5-12.5 yrs. | CTB | 7 | 9 | 3 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 2, LONG FORM*<br>*Test 9: Verbal Concepts* | | 8.5-12.5 yrs. | CTB | 7 | 9 | 3 | 1 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 11.5-15.5 yrs. | CTB | | | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | S7 | 11.5-15.5 yrs. | CTB | 7 | 9 | 3 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 3, LONG FORM*<br>*Test 9: Verbal Concepts* | | 11.5-15.5 yrs. | CTB | 5 | 9 | 1 | 1 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 13.5-18.5 yrs. | CTB | | | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | S7 | 13.5-18.5 yrs. | CTB | 5 | 9 | 4 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 4, LONG FORM*<br>*Test 9: Verbal Concepts* | | 13.5-18.5 yrs. | CTB | 7 | 10 | 1 | 1 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Tests 1, 2, 3: Logical Reasoning* | V6 | 18 yrs. & up | CTB | | | | |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Tests 6, 7, 8: Numerical Reasoning* | S7 | 18 yrs. & up | CTB | 9 | 11 | 4 | 4 |
| *CALIFORNIA TEST OF MENTAL MATURITY: LEVEL 5, LONG FORM*<br>*Test 9: Verbal Concepts* | | 18 yrs. & up | CTB | 7 | 11 | 3 | 1 |
| *CANADIAN ACADEMIC APTITUDE TEST*<br>*Part I: Verbal Reasoning* | V8 | GR 8-9 | OISE | 6 | 10 | 4 | 3 |
| *CANADIAN ACADEMIC APTITUDE TEST*<br>*Part II: Mathematical Reasoning* | S7 | GR 8-9 | OISE | 5 | 11 | 4 | 3 |

| GORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| LEVEL 2, LONG FORM<br>g | V6 | 8.5-12.5 yrs. | CTB | | | | | | | | |
| LEVEL 2, LONG FORM<br>ing | S7 | 8.5-12.5 yrs. | CTB | 7 | 9 | 3 | 4 | 6 | 0 | | PFPPF |
| LEVEL 2, LONG FORM | | 8.5-12.5 yrs. | CTB | 7 | 9 | 3 | 1 | 7 | 0 | | PFPPG |
| LEVEL 3, LONG FORM<br>g | V6 | 11.5-15.5 yrs. | CTB | | | | | | | | |
| LEVEL 3, LONG FORM<br>ing | S7 | 11.5-15.5 yrs. | CTB | 7 | 9 | 3 | 4 | 6 | 0 | | PFPPF |
| LEVEL 3, LONG FORM | | 11.5-15.5 yrs. | CTB | 5 | 9 | 1 | 1 | 7 | 0 | | PFPPG |
| LEVEL 4, LONG FORM<br>g | V6 | 13.5-18.5 yrs. | CTB | | | | | | | | |
| LEVEL 4, LONG FORM<br>ing | S7 | 13.5-18.5 yrs. | CTB | 5 | 9 | 4 | 4 | 6 | 0 | | PFPPF |
| LEVEL 4, LONG FORM | | 13.5-18.5 yrs. | CTB | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPG |
| LEVEL 5, LONG FORM<br>g | V6 | 18 yrs. & up | CTB | | | | | | | | |
| LEVEL 5, LONG FORM<br>ing | S7 | 18 yrs. & up | CTB | 9 | 11 | 4 | 4 | 6 | 0 | | FGPPF |
| LEVEL 5, LONG FORM | | 18 yrs. & up | CTB | 7 | 11 | 3 | 1 | 7 | 0 | | PGPPG |
| | V8 | GR 8-9 | OISE | 6 | 10 | 4 | 3 | 6 | 0 | | PFPPF |
| | S7 | GR 8-9 | OISE | 5 | 11 | 4 | 3 | 6 | 0 | | PGPPF |

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| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0 |
| *CARDALL-MILES MENTAL ALERTNESS TEST* | S16 | Adult | CAS | 6 | 10 | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Non-Verbal Scale I, Subtest 6* | | 8-11 yrs. | GHC | 3 | 6 | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale II, Subtest 4: Analogies* | F16 | 11-15 yrs. | GHC | 5 | 7 | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale II, Subtest 6: Inferences* | | 11-15 yrs. | GHC | 5 | 9 | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale III, Subtest 4: Analogies* | F16 | 15 yrs. & up | GHC | 5 | 8 | |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Scale III, Subtest 6: Inferences* | | 15 yrs. & up | GHC | 4 | 8 | |
| *CONCEPT MASTERY TEST, FORM T* | | College & Adult | PC | 9 | 12 | |
| *COOPERATIVE ACADEMIC ABILITY* | | High School Seniors | ETS | 8 | 11 | |
| *COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS: COLLEGE LEVEL, FORM UA*<br>*Part IV* | | College Freshmen & Sophomores | ETS | 8 | 10 | |
| *COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, LEVEL 1, FORM 1B*<br>*Part 1* | | GR 12-14 | SRA | 8 | 10 | |
| *COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, LEVEL 2, FORM 2B*<br>*Part 1* | | GR 10-12 | SRA | 8 | 10 | |
| *COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, LEVEL 3, FORM 3B*<br>*Part 1* | | GR 7-9 | ETS | 8 | 10 | |
| *COOPERATIVE SCHOOL AND COLLEGE ABILITY TESTS: SERIES II, LEVEL 4, FORM 4B*<br>*Part 1* | | GR 4-6 | ETS | 8 | 10 | |
| *CORNELL CRITICAL THINKING TEST, LEVEL X*<br>*Part IIA* | | 14 yrs. & up | CTP | 13 | 12 | |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *LERTNESS TEST* | S16 | Adult | CAS | 6 | 10 | 3 | 2 | 6 | 0 |  | PFPPFP |
| *ESTS, FORM A*<br>*I, Subtest 6* |  | 8-11 yrs. | GHC | 3 | 6 | 1 | 0 | 7 | 4 |  | PFPPGG |
| *ESTS, FORM A*<br>*4: Analogies* | F16 | 11-15 yrs. | GHC | 5 | 7 | 1 | 0 | 7 | 4 |  | PFPPGG |
| *ESTS, FORM A*<br>*6: Inferences* |  | 11-15 yrs. | GHC | 5 | 9 | 1 | 0 | 7 | 4 |  | PFPPGG |
| *ESTS, FORM A*<br>*t 4: Analogies* | F16 | 15 yrs. & up | GHC | 5 | 8 | 1 | 0 | 7 | 4 |  | PFPPGG |
| *ESTS, FORM A*<br>*t 6: Inferences* |  | 15 yrs. & up | GHC | 4 | 8 | 1 | 0 | 7 | 4 |  | PFPPGG |
| *FORM T* |  | College & Adult | PC | 9 | 12 | 4 | 4 | 7 | 0 |  | FGPPGP |
| *BILITY* |  | High School Seniors | ETS | 8 | 11 | 4 | 6 | 5 | 0 |  | FGPFFP |
| *COLLEGE ABILITY TESTS: COLLEGE LEVEL,* |  | College Freshmen & Sophomores | ETS | 8 | 10 | 1 | 1 | 6 | 1 |  | PFPPFP |
| *COLLEGE ABILITY TESTS: SERIES II,* |  | GR 12-14 | SRA | 8 | 10 | 1 | 1 | 5 | 1 |  | FFPPFP |
| *COLLEGE ABILITY TESTS: SERIES II,* |  | GR 10-12 | SRA | 8 | 10 | 1 | 1 | 5 | 1 |  | FFPPFP |
| *COLLEGE ABILITY TESTS: SERIES II,* |  | GR 7-9 | ETS | 8 | 10 | 1 | 1 | 5 | 1 |  | FFPPFP |
| *COLLEGE ABILITY TESTS: SERIES II,* |  | GR 4-6 | ETS | 8 | 10 | 1 | 1 | 5 | 1 |  | FFPPFP |
| *ING TEST, LEVEL X* |  | 14 yrs. & up | CTP | 13 | 12 | 1 | 1 | 7 | 0 |  | GGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *CORNELL CRITICAL THINKING TEST, LEVEL Z*<br>*Part I* | | College & Adult | CTP | 13 | 12 | 1 |
| *CORRELATE COMPLETION* | S16 | Adult | SPS | | | |
| *DETROIT GENERAL APTITUDES EXAMINATION, GRADES 6-12, FORM A*<br>*Test 10* | | 11-18 yrs. | BMC | 9 | 8 | 4 |
| *DETROIT INTELLIGENCE TEST (ADVANCED INTELLIGENCE TEST), FORM W*<br>*Part 7* | | High School & up | BMC | 6 | 10 | 0 |
| *DETROIT INTELLIGENCE TEST (ALPHA INTELLIGENCE TEST), FORM S*<br>*Part 7* | | GR 4-8 | BMC | 6 | 10 | 0 |
| *DIFFERENTIAL APTITUDE TESTS, FORM L*<br>*Verbal Reasoning* | | GR 8-12 | PC | 13 | 10 | 4 |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: ADVANCED LEVEL, FORM A* | S7<br>V8 | GR 10-13 | OISE | 8 | 9 | 4 |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: INTERMEDIATE LEVEL, FORM A* | S7<br>V8 | GR 7-9 | OISE | 8 | 9 | 4 |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: JUNIOR LEVEL, FORM A*<br>*Test 3: Analogies* | | GR 4-6 | OISE | 5 | 9 | 1 |
| *DOMINION GROUP TEST OF LEARNING CAPACITY: JUNIOR LEVEL, FORM A*<br>*Test 4: Arithmetic Reasoning* | | GR 4-6 | OISE | 5 | 9 | 1 |
| *EDUCATIONAL APTITUDE TEST*<br>*Subtest 3* | | Undergrad. & Grad College | CPS | 6 | 10 | 1 |
| *EMPLOYEE APTITUDE SURVEY, FORM A*<br>*Verbal Reasoning* | | 16 yrs. & up | PS | 11 | 11 | 6 |
| *ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST*<br>*Part II: Formulation* | V5 | 18 yrs. & up | PC | | | |
| *ENGINEERING AND PHYSICAL SCIENCE APTITUDE TEST*<br>*Part IV: Arithmetic Reasoning* | | 18 yrs. & up | PC | 7 | 10 | 1 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *, LEVEL Z* | | College & Adult | CTP | 13 | 12 | 1 | 1 | 7 | 0 | | GGPPGP |
| | S16 | Adult | SPS | | | | | | | | |
| *INATION, GRADES 6-12, FORM A* | | 11-18 yrs. | BMC | 9 | 8 | 4 | 4 | 7 | 0 | | FFPPGP |
| *ANCED INTELLIGENCE TEST), FORM W* | | High School & up | BMC | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *HA INTELLIGENCE TEST), FORM S* | | GR 4-8 | BMC | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ORM L* | | GR 8-12 | PC | 13 | 10 | 4 | 4 | 5 | 5 | | GFPPFG |
| *G CAPACITY: ADVANCED LEVEL, FORM A* | S7<br>V8 | GR 10-13 | OISE | 8 | 9 | 4 | 4 | 6 | 4 | | FFPPFG |
| *G CAPACITY: INTERMEDIATE LEVEL,* | S7<br>V8 | GR 7-9 | OISE | 8 | 9 | 4 | 3 | 6 | 4 | | FFPPFG |
| *G CAPACITY: JUNIOR LEVEL, FORM A* | | GR 4-6 | OISE | 5 | 9 | 1 | 1 | 6 | 4 | | PFPPFG |
| *G CAPACITY: JUNIOR LEVEL, FORM A*<br>*ning* | | GR 4-6 | OISE | 5 | 9 | 1 | 1 | 6 | 4 | | PFPPFG |
| | | Undergrad. & Grad College | CPS | 6 | 10 | 1 | 0 | 6 | 0 | | PFPPFP |
| *A* | | 16 yrs. & up | PS | 11 | 11 | 6 | 4 | 7 | 4 | | FGFPGG |
| *CE APTITUDE TEST* | V5 | 18 yrs. & up | PC | | | | | | | | |
| *CE APTITUDE TEST*<br>*oning* | | 18 yrs. & up | PC | 7 | 10 | 1 | 2 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *ESSENTIAL JUNIOR INTELLIGENCE TEST, FORM A* | S16 V8<br>V6 V9 | 8-12 yrs. | OBL | 3 | 7 | 6 |
| *EVALUATION APTITUDE TEST* | | 18 yrs. & up | PA | 6 | 10 | 6 |
| *FALSE PREMISES* | | Adult | SPS | 6 | 6 | 1 |
| *FLANAGAN APTITUDE CLASSIFICATION TESTS (VOCATIONAL)*<br>*Test 4: Reasoning* | | GR 9-12 | SRA | 9 | 11 | 4 |
| *FLANAGAN APTITUDE CLASSIFICATION TESTS (VOCATIONAL)*<br>*Test 7: Judgment and Comprehension* | | GR 9-12 | SRA | 7 | 11 | 4 |
| *FLORIDA TAXONOMY OF COGNITIVE BEHAVIORS, ORIGINAL FORM*<br>*Category 6: Synthesis* | V10 | GR 2 & up | IDHR | | | |
| *GENERAL MENTAL ABILITY TEST, FORM 1-A* | F16 | Adult | EETSA | | | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, COLLEGE LEVEL, FORM A* | S7 | GR 13-17 | HMC | | | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 3-6, FORM A* | F16 V8<br>S5 | GR 3-6 | HMC | 6 | 10 | 1 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 6-9, FORM B* | V5 S7 V8<br>F16 S5 | GR 6-9 | HMC | 10 | 10 | 6 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 9-12, FORM A* | S7 V5<br>F16 V8 | GR 9-12 | HMC | 6 | 10 | 1 |
| *IDENTICAL VERBAL RELATIONS* | | GR 9 & up | SPS | 4 | 9 | 1 |
| *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES*<br>*Auditory Association* | | 2-10 yrs. | UIP | 6 | 10 | 2 |
| *ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES*<br>*Visual Association* | | 2-10 yrs. | UIP | 6 | 10 | 2 |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| NCE TEST, FORM A | S16 V8<br>V6 V9 | 8-12 yrs. | OBL | 3 | 7 | 6 | 4 | 6 | 0 | | PFFPFP |
| | | 18 yrs. & up | PA | 6 | 10 | 6 | 4 | 6 | 0 | | PFFPFP |
| | | Adult | SPS | 6 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |
| CATION TESTS (VOCATIONAL) | | GR 9-12 | SRA | 9 | 11 | 4 | 6 | 6 | 0 | | FGPFFP |
| CATION TESTS (VOCATIONAL)<br>Comprehension | | GR 9-12 | SRA | 7 | 11 | 4 | 6 | 7 | 0 | | PGPFGP |
| IVE BEHAVIORS, ORIGINAL FORM | V10 | GR 2 & up | IDHR | | | | | | | | |
| T, FORM 1-A | F16 | Adult | EETSA | | | | | | | | |
| MENTAL ABILITY, COLLEGE LEVEL, FORM A | S7 | GR 13-17 | HMC | | | | | | | | |
| MENTAL ABILITY, GRADES 3-6, FORM A | F16 V8<br>S5 | GR 3-6 | HMC | 6 | 10 | 1 | 3 | 4 | 1 | | PFPPFP |
| MENTAL ABILITY, GRADES 6-9, FORM B | V5 S7 V8<br>F16 S5 | GR 6-9 | HMC | 10 | 10 | 6 | 6 | 5 | 3 | | FFFFFF |
| MENTAL ABILITY, GRADES 9-12, FORM A | S7 V5<br>F16 V8 | GR 9-12 | HMC | 6 | 10 | 1 | 3 | 4 | 1 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| GUISTIC ABILITIES | | 2-10 yrs. | UIP | 6 | 10 | 2 | 3 | 2 | 0 | | PFPPPP |
| GUISTIC ABILITIES | | 2-10 yrs. | UIP | 6 | 10 | 2 | 3 | 2 | 0 | | PFPPPP |

HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *INFERENCE TEST, FORM RDO3B* | V15 | Adult | SPS | 4 | 9 |
| *INVENTIVE VERBAL RELATIONS, FORM RECO7A* | | Adult | SPS | 2 | 9 |
| *INVENTORY NO. II* | | 16 yrs. & up | STA | 5 | 13 |
| *IOWA TESTS OF BASIC SKILLS, FORM 4*<br>*Test A2: Arithmetic Problem Solving* | S16 | GR 3-9 | HMC | 8 | 10 |
| *JUNIOR MATH REASONING TEST, FORM X* | | GR 10-12 | CAS | 5 | 10 |
| *KINGSTON TEST OF INTELLIGENCE, FORM A*<br>*Set 2* | | 10-12 yrs. | GHC | 6 | 8 |
| *KIT OF REFERENCE TESTS*<br>*R-4 (General Reasoning: Necessary Arithmetic Operations)* | | GR 6-16 | ETS | 6 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Rs-1 (Syllogistic Reasoning: Nonsense Syllogisms Test)* | | GR 11-16 | ETS | 8 | 11 |
| *KIT OF REFERENCE TESTS*<br>*Rs-3 (Syllogistic Reasoning: Inference Test)* | | GR 11-16 | ETS | 8 | 10 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test A2* | | 6-7.5 yrs. | PPI | 5 | 8 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test CD8* | | 7.5-10.5 yrs. | PPI | 8 | 10 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D6* | | 9.5-12.5 yrs. | PPI | 8 | 10 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D8* | S16 | 9.5-12.5 yrs. | PPI | | |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test EF3* | | 10.5-13.5 yrs. | PPI | 5 | 9 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | V15 | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM RECO7A* | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 16 yrs. & up | STA | 5 | 13 | 3 | 5 | 7 | 0 | | PGPFGP |
| *FORM 4*<br>*oblem Solving* | S16 | GR 3-9 | HMC | 8 | 10 | 6 | 5 | 6 | 4 | | FFFFFG |
| *FORM X* | | GR 10-12 | CAS | 5 | 10 | 3 | 4 | 5 | 3 | | PFPPFF |
| *E, FORM A* | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *Necessary Arithmetic Operations)* | | GR 6-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| *ning: Nonsense Syllogisms Test)* | | GR 11-16 | ETS | 8 | 11 | 0 | 1 | 6 | 4 | | FGPPFG |
| *ning: Inference Test)* | | GR 11-16 | ETS | 8 | 10 | 0 | 1 | 6 | 4 | | FFPPFG |
| *ACADEMIC POTENTIAL, 7th ED.* | | 6-7.5 yrs. | PPI | 5 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *ACADEMIC POTENTIAL, 7th ED.* | | 7.5-10.5 yrs. | PPI | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *ACADEMIC POTENTIAL, 7th ED.* | | 9.5-12.5 yrs. | PPI | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *ACADEMIC POTENTIAL, 7th ED.* | S16 | 9.5-12.5 yrs. | PPI | | | | | | | | |
| *ACADEMIC POTENTIAL, 7th ED.* | | 10.5-13.5 yrs. | PPI | 5 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |

## 83 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test EF7* | S16 | 10.5-13.5 yrs. | PPI | 8 | 10 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test H5* | | 14.5-18.5 yrs. | PPI | 3 | 8 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test K8* | | 5-6.5 yrs. | PPI | 3 | 8 |
| *KUHLMANN-FINCH JUNIOR HIGH SCHOOL TEST*<br>*Subtest 1* | | GR 7-9 | AGS | 6 | 9 |
| *KUHLMANN-FINCH SENIOR HIGH SCHOOL TEST*<br>*Subtest 1* | | GR 10-12 | AGS | 6 | 9 |
| *KUHLMANN-FINCH TEST IV*<br>*Subtest 1* | | GR 4 | AGS | 6 | 9 |
| *KUHLMANN-FINCH TEST V*<br>*Subtest 1* | | GR 5 | AGS | 6 | 9 |
| *KUHLMANN-FINCH TEST VI*<br>*Subtest 1* | | GR 6 | AGS | 6 | 8 |
| *LEE TEST OF ALGEBRAIC ABILITY, REVISED FORM*<br>*Test 1* | | GR 7-8 | BMC | 5 | 10 |
| *LEE TEST OF GEOMETRIC APTITUDE, REVISED FORM (1963)*<br>*Tests 1-4* | S16 | 13.5-16.5 yrs. | CTB | 9 | 8 |
| *LOGICAL REASONING, FORM A* | | GR 10 & up | SPS | 7 | 10 |
| *LORGE-THORNDIKE INTELLIGENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*Verbal Battery, Test 3* | | GR 3-13 | HMC | 6 | 9 |
| *LORGE-THORNDIKE INTELLIGENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*Verbal Battery, Test 5* | | GR 3-13 | HMC | 6 | 9 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 3 (Top Half)* | | 9.5-10.5 yrs. | OBL | 6 | 8 |

ITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *OF ACADEMIC POTENTIAL, 7th ED.* | S16 | 10.5-13.5 yrs. | PPI | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 14.5-18.5 yrs. | PPI | 3 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *OF ACADEMIC POTENTIAL, 7th ED.* | | 5-6.5 yrs. | PPI | 3 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *H SCHOOL TEST* | | GR 7-9 | AGS | 6 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| *H SCHOOL TEST* | | GR 10-12 | AGS | 6 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 4 | AGS | 6 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 5 | AGS | 6 | 9 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 6 | AGS | 6 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| *ILITY, REVISED FORM* | | GR 7-8 | BMC | 5 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *ITUDE, REVISED FORM (1963)* | S16 | 13.5-16.5 yrs. | CTB | 9 | 8 | 4 | 5 | 6 | 0 | | FFPFFP |
| | | GR 10 & up | SPS | 7 | 10 | 3 | 2 | 6 | 0 | | PFPPFP |
| *ENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*3* | | GR 3-13 | HMC | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ENCE TESTS (MULTI-LEVEL EDITION), FORM 1*<br>*5* | | GR 3-13 | HMC | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *EST* | | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 9-10: Mixed Problems* | V5 | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 |
| *MATCHED VERBAL RELATIONS, FORM EMRO2A* | | GR 9 & up | SPS | 4 | 9 | 1 |
| *MENTAL ABILITY: ADVANCED*<br>*Tests 3 & 4* | | GR 6-8 | STS | 8 | 12 | 0 |
| *MENTAL ABILITY: ELEMENTARY*<br>*Tests 3 & 4* | | GR 4-5 | STS | 8 | 12 | 0 |
| *MENTAL ABILITY: PRIMARY*<br>*Test 5* | | GR 2-3 | STS | 6 | 12 | 0 |
| *MODIFIED ALPHA EXAMINATION, FORM 9*<br>*Test C* | | High School & up | PC | 6 | 11 | 1 |
| *MODIFIED ALPHA EXAMINATION, FORM 9*<br>*Test D* | | High School & up | PC | 6 | 11 | 1 |
| *MULTIPLE APTITUDE TESTS*<br>*Test 5* | | GR 7-13 | CTB | 8 | 11 | 1 |
| *NLSMA SCALES: VOL. 1, PART A (p. 109), FORM 203*<br>*Puzzles*<br>*Fall Year 2 Test Battery, Grade 5* | | GR 5 | SMSG | 6 | 10 | 0 |
| *NLSMA SCALES: VOL. 1, PART A (p. 115), FORM 200*<br>*Arithmetic Reasoning*<br>*Fall Year 2 Test Battery, Grade 5* | | GR 5 | SMSG | 6 | 10 | 0 |
| *NLSMA SCALES: VOL. 2, PART A (p. 123), FORM 273*<br>*Puzzles*<br>*Fall Year 2 Test Battery, Grade 8* | | GR 8 | SMSG | 6 | 10 | 0 |
| *NLSMA SCALES: VOL. 2, PART A (p. 133), FORM 275*<br>*Reasoning*<br>*Fall Year 2 Test Battery, Grade 8* | | GR 8 | SMSG | 6 | 10 | 0 |
| *NLSMA SCALES: VOL. 2, PART A (p. 141), FORM 277*<br>*Correct Reasoning*<br>*Fall Year 2 Test Battery, Grade 8* | | GR 8 | SMSG | 6 | 10 | 0 |
| *NLSMA SCALES: VOL. 2, PART A (p. 149), FORM 279*<br>*Correct Reasoning*<br>*Fall Year 2 Test Battery, Grade 8* | | GR 8 | SMSG | 8 | 10 | 0 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| ST<br>blems | V5 | 9.5-10.5 yrs. | OBL | 6 | 8 | 1 | 4 | 6 | 0 | | PFPPFP |
| FORM EMRO2A | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 6-8 | STS | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| Y | | GR 4-5 | STS | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| | | GR 2-3 | STS | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| FORM 9 | | High School & up | PC | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| FORM 9 | | High School & up | PC | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| | | GR 7-13 | CTB | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| A (p. 109), FORM 203<br>ry, Grade 5 | | GR 5 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| A (p. 115), FORM 200<br>ry, Grade 5 | | GR 5 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| A (p. 123), FORM 273<br>ry, Grade 8 | | GR 8 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| A (p. 133), FORM 275<br>ry, Grade 8 | | GR 8 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| A (p. 141), FORM 277<br>ry, Grade 8 | | GR 8 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| A (p. 149), FORM 279<br>ry, Grade 8 | | GR 8 | SMSG | 8 | 10 | 0 | 1 | 6 | 0 | | FFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *NLSMA SCALES: VOL. 3 (p. 125), FORM 273*<br>*Puzzles*<br>*Fall Year 2 Test Battery, Grade 11* | | GR 11 | SMSG | 8 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 135), FORM 275*<br>*Reasoning*<br>*Fall Year 2 Test Battery, Grade 11* | | GR 11 | SMSG | 6 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 143), FORM 277*<br>*Correct Reasoning*<br>*Fall Year 2 Test Battery, Grade 11* | | GR 11 | SMSG | 6 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 149), FORM 279*<br>*Correct Reasoning*<br>*Fall Year 2 Test Battery, Grade 11* | | GR 11 | SMSG | 6 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 311), FORM 12-3*<br>*Puzzles*<br>*Spring Year 3 Test Battery, Grade 12* | | GR 12 | SMSG | 8 | 10 |
| *OISE PICTURE REASONING TEST, FORM A*<br>*Analogies* | | 6-8 yrs. | OISE | 6 | 11 |
| *OREGON ACADEMIC RANKING TEST* | V10 | GR 3-7 | WPS | 8 | 13 |
| *OTIS EMPLOYMENT TESTS*<br>*Test 2, Form A* | V9<br>V7 | Adult | HBJ | 6 | 12 |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | F16 F7<br>S7 S16<br>V17 V8 | GR 10-12 | HBJ | 11 | 7 |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | F16 S7 V8<br>V9 V17<br>S16 F7 V7 | GR 4-6 | HBJ | 11 | 6 |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | F16 S7 V7<br>V17 S16<br>V9 V8 | GR 7-9 | HBJ | 11 | 7 |
| *OTIS SELF-ADMINISTERING TESTS OF MENTAL ABILITY, FORM A*<br>*Tests 1 & 2* | V9<br>V7 | 8 yrs. & up | HBJ | 7 | 12 |
| *PEARSON-HYRAM TEST OF CRITICAL THINKING*<br>*Parts I, II, III, & V* | | est. High School & up | GH | 8 | 9 |
| *PERSONNEL CLASSIFICATION TEST, FORM A*<br>*Part I* | | High School & up | PC | 9 | 11 |

TIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *125), FORM 273*<br>*ery, Grade 11* | | GR 11 | SMSG | 8 | 10 | 0 | 1 | 6 | 0 | | FFPPFP |
| *135), FORM 275*<br>*ery, Grade 11* | | GR 11 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *143), FORM 277*<br>*ery, Grade 11* | | GR 11 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *149), FORM 279*<br>*ery, Grade 11* | | GR 11 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *311), FORM 12-3*<br>*ttery, Grade 12* | | GR 12 | SMSG | 8 | 10 | 0 | 1 | 6 | 0 | | FFPPFP |
| *T, FORM A* | | 6-8 yrs. | OISE | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *ST* | V10 | GR 3-7 | WPS | 8 | 13 | 4 | 5 | 7 | 0 | | FGPFGP |
| | V9<br>V7 | Adult | HBJ | 6 | 12 | 0 | 1 | 5 | 1 | | PGPPFP |
| *TEST: ADVANCED LEVEL, FORM J* | F16 F7<br>S7 S16<br>V17 V8 | GR 10-12 | HBJ | 11 | 7 | 10 | 4 | 5 | 4 | | FFGPFG |
| *TEST: ELEMENTARY LEVEL II, FORM J* | F16 S7 V8<br>V9 V17<br>S16 F7 V7 | GR 4-6 | HBJ | 11 | 6 | 10 | 4 | 5 | 4 | | FFGPFG |
| *TEST: INTERMEDIATE LEVEL, FORM J* | F16 S7 V7<br>V17 S16<br>V9 V8 | GR 7-9 | HBJ | 11 | 7 | 9 | 4 | 5 | 4 | | FFGPFG |
| *STS OF MENTAL ABILITY, FORM A* | V9<br>V7 | 8 yrs. & up | HBJ | 7 | 12 | 6 | 1 | 5 | 4 | | PGFPFG |
| *ICAL THINKING* | | est. High School & up | GH | 8 | 9 | 0 | 1 | 5 | 0 | | FFPPFP |
| *EST, FORM A* | | High School & up | PC | 9 | 11 | 6 | 5 | 6 | 3 | | FGFFFF |

HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PERSONNEL TEST, FORM A* | F5 S6 S7 | 20-65 yrs. | WPS | 7 | 9 |
| *PICTURE TEST A*<br>*Section 3* | | 7-8 yrs. | NEPC | 6 | 8 |
| *PRESSEY CLASSIFICATION AND VERIFYING TESTS*<br>*Intermediate Classification Test* | | GR 3-6 | BMC | 5 | 8 |
| *PRESSEY CLASSIFICATION AND VERIFYING TESTS*<br>*Senior Classification Test* | | GR 7 & up | BMC | 5 | 8 |
| *PRIMARY MENTAL ABILITIES, GRADES K-1*<br>*Number Facility Test* | | 5-7 yrs. | SRA | 6 | 11 |
| *PRIMARY MENTAL ABILITIES, GRADES 4-6*<br>*Number Facility Test, Part I: Number Sense (#11-20)* | | 9-13 yrs. | SRA | 6 | 11 |
| *PROBLEM SOLVING, FORM CMS05A* | S16 | GR 9 & up | SPS | 4 | 10 |
| *READING COMPREHENSION TEST, ADULT FORM* | | Adult | LTF | 8 | 11 |
| *READING COMPREHENSION TEST, CHILDREN'S FORM* | | GR 2-6 | LTF | 8 | 10 |
| *SCHRAMMEL GENERAL ABILITY TEST, FORM A*<br>*Part III* | | 18 yrs. & up | BEM | 6 | 10 |
| *SCHRAMMEL GENERAL ABILITY TEST, FORM A*<br>*Part V* | | 18 yrs. & up | BEM | 6 | 10 |
| *SHIP DESTINATION TEST, FORM A* | | GR 9 & up | SPS | 4 | 7 |
| *SHORT-FORM TEST OF ACADEMIC APTITUDE, LEVEL 1*<br>*Test 2* | | GR 1-3 | CTB | 7 | 11 |
| *SHORT-FORM TEST OF ACADEMIC APTITUDE, LEVEL 2*<br>*Test 2* | | GR 3-5 | CTB | 7 | 12 |

| CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | F5 S6<br>S7 | 20-65 yrs. | WPS | 7 | 9 | 5 | 6 | 7 | 3 | | PFFFGF |
| | | 7-8 yrs. | NEPC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *IFYING TESTS*<br>*on Test* | | GR 3-6 | BMC | 5 | 8 | 1 | 4 | 5 | 2 | | PFPPFF |
| *IFYING TESTS*<br>*t* | | GR 7 & up | BMC | 5 | 8 | 1 | 4 | 6 | 2 | | PFPPFF |
| *ES K-1* | | 5-7 yrs. | SRA | 6 | 11 | 1 | 2 | 6 | 0 | | PGPPFP |
| *ES 4-6*<br>*t I: Number Sense (#11-20)* | | 9-13 yrs. | SRA | 6 | 11 | 1 | 2 | 7 | 0 | | PGPPGP |
| | S16 | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ULT FORM* | | Adult | LTF | 8 | 11 | 3 | 2 | 6 | 0 | | FGPPFP |
| *ILDREN'S FORM* | | GR 2-6 | LTF | 8 | 10 | 3 | 2 | 5 | 0 | | FFPPFP |
| *, FORM A* | | 18 yrs.<br>& up | BEM | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *, FORM A* | | 18 yrs.<br>& up | BEM | 6 | 10 | 1 | 2 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *TITUDE, LEVEL 1* | | GR 1-3 | CTB | 7 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| *TITUDE, LEVEL 2* | | GR 3-5 | CTB | 7 | 12 | 4 | 1 | 7 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| SHORT-FORM TEST OF ACADEMIC APTITUDE, LEVEL 3<br>Test 2 | | GR 5-7 | CTB | 7 | 12 |
| SHORT-FORM TEST OF ACADEMIC APTITUDE, LEVEL 4<br>Test 2 | | GR 7-9 | CTB | 7 | 12 |
| SHORT-FORM TEST OF ACADEMIC APTITUDE, LEVEL 5<br>Test 2 | | GR 9-12 | CTB | 7 | 12 |
| SIMPLEX GROUP INTELLIGENCE SCALE<br>Tests 4A & 4B | | 9 yrs.-Adult | GHC | 5 | 11 |
| SIMPLEX INTELLIGENCE TEST GNV | V8<br>S7 | 10-13 yrs. | GHC | 4 | 10 |
| SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A<br>Factor B (Less Intelligent vs. More Intelligent) | | 17 yrs. & up | IPAT | 7 | 12 |
| SLEIGHT NON-VERBAL INTELLIGENCE TEST<br>Test 8 | | 6-10 yrs. | GHC | 6 | 8 |
| SLOSSEN INTELLIGENCE TEST FOR CHILDREN AND ADULTS | | 1-70 yrs. | SEP | 10 | 11 |
| SMITH-STURGEON CONDITIONAL REASONING TEST | | GR 1-3 | RHE | 5 | 4 |
| SOUTHEND TEST OF INTELLIGENCE<br>Set 3 | | 10-12 yrs. | GHC | 6 | 8 |
| SRA CLERICAL APTITUDE TEST<br>Arithmetic | | GR 9-12 & Adult | SRA | 7 | 11 |
| SRA MECHANICAL APTITUDE, FORM AH<br>Shop Arithmetic | | High School & up | SRA | 6 | 11 |
| SRA VERBAL FORM, FORM A | S7 | 12 yrs. & up | SRA | | |
| STS HIGH SCHOOL PLACEMENT TEST<br>Arithmetic Reasoning | S16 | GR 9 | STS | 6 | 11 |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *DEMIC APTITUDE, LEVEL 3* | | GR 5-7 | CTB | 7 | 12 | 1 | 1 | 7 | 0 | | PGPPGP |
| *DEMIC APTITUDE, LEVEL 4* | | GR 7-9 | CTB | 7 | 12 | 4 | 1 | 7 | 0 | | PGPPGP |
| *DEMIC APTITUDE, LEVEL 5* | | GR 9-12 | CTB | 7 | 12 | 1 | 1 | 7 | 0 | | PGPPGP |
| *ENCE SCALE* | | 9 yrs.-Adult | GHC | 5 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *EST GNV* | V8<br>S7 | 10-13 yrs. | GHC | 4 | 10 | 2 | 3 | 5 | 0 | | PFPPFP |
| *CTOR QUESTIONNAIRE, FORM A*<br>*telligent vs. More Intelligent)* | | 17 yrs. & up | IPAT | 7 | 12 | 3 | 4 | 8 | 3 | | PGPPGF |
| *ELLIGENCE TEST* | | 6-10 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *EST FOR CHILDREN AND ADULTS* | | 1-70 yrs. | SEP | 10 | 11 | 7 | 6 | 3 | 0 | | FGFFPP |
| *ONAL REASONING TEST* | | GR 1-3 | RHE | 5 | 4 | 2 | 1 | 2 | 0 | | PPPPPP |
| *LLIGENCE* | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *TEST* | | GR 9-12 & Adult | SRA | 7 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| *DE, FORM AH* | | High School & up | SRA | 6 | 11 | 1 | 1 | 7 | 0 | | PGPPGP |
| *A* | S7 | 12 yrs. & up | SRA | | | | | | | | |
| *MENT TEST*<br>*ing* | S16 | GR 9 | STS | 6 | 11 | 4 | 7 | 6 | 0 | | PGPFFP |

HIGHER-ORDER COGNITIVE SU

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0 |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Problem Solving* | S16 | GR 9 | STS | 6 | 1 |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Verbal Reasoning* | V8 | GR 9 | STS | 6 | 1 |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Section 16* | | High School | NCSS | 4 | 1 |
| *SURVEY TEST OF ALGEBRAIC APTITUDE* | S5 | GR 8 | CTB | | |
| *SYLLOGISM TEST* | | Adult | SPS | 9 | |
| *SYLLOGISMS I, FORM ELO1A* | | Adult | SPS | 7 | |
| *SYLLOGISMS III, FORM EL15A* | | Adult | SPS | 10 | |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 2, FORM CE*<br>*Analogies* | | 7-8 yrs. | GTA | 6 | 1 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 3, FORM CE*<br>*Word Relations* | | 9-11 yrs. | GTA | 6 | 1 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 4, FORM CE*<br>*Word Relations* | | 12-14 yrs. | GTA | 6 | 1 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 5, FORM CE*<br>*Word Relations* | | 15-18 yrs. | GTA | 6 | 1 |
| *VERBAL ANALOGIES I, FORM CMRO1A* | | GR 9 & up | SPS | 6 | |
| *VERBAL ANALOGIES II* | | Adult | SPS | 6 | |
| *VERBAL ANALOGIES III, FORM EMRO4A* | | GR 9 & up | SPS | 6 | |

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *NT TEST* | S16 | GR 9 | STS | 6 | 11 | 4 | 7 | 6 | 0 | | PGPFFP |
| *NT TEST* | V8 | GR 9 | STS | 6 | 11 | 4 | 7 | 7 | 0 | | PGPFGP |
| *AL THINKING* | | High School | NCSS | 4 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *APTITUDE* | S5 | GR 8 | CTB | | | | | | | | |
| | | Adult | SPS | 9 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | Adult | SPS | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *5A* | | Adult | SPS | 10 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| *(INTERAMERICAN SERIES): LEVEL 2,* | | 7-8 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *(INTERAMERICAN SERIES): LEVEL 3,* | | 9-11 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *(INTERAMERICAN SERIES): LEVEL 4,* | | 12-14 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *(INTERAMERICAN SERIES): LEVEL 5,* | | 15-18 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *CMRO1A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RM EMRO4A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *VERBAL ANALOGIES COMPLETION, FORM RECO8A* | | Adult | SPS | 8 |
| *VERBAL REASONING* | | Adult | IRC | 10 |
| *VERBAL TESTS*<br>*Test BC* | V9<br>V7 | 8-10 yrs. | NEPC | 7 |
| *VERBAL TESTS*<br>*Test C* | S5<br>V8 | 9-11 yrs. | NEPC | 6 |
| *VERBAL TESTS*<br>*Test CD* | S7 S5<br>V8 | 9-11 yrs. | NEPC | 6 |
| *VERBAL TESTS*<br>*Test D* | S5<br>S7 | 9-12 yrs. | NEPC | 6 |
| *VERBAL TESTS*<br>*Test EF* | S5<br>S7 | 11-13 yrs. | NEPC | 6 |
| *WATER JARS, FORM CAX11A* | V12 | Adult | SPS | 4 |
| *WATSON-GLASER CRITICAL THINKING APPRAISAL, FORM YM*<br>*Test 1: Inference* | | GR 9-12 | WPS | 4 |
| *WATSON-GLASER CRITICAL THINKING APPRAISAL, FORM YM*<br>*Test 2: Recognition of Assumptions* | | GR 9-12 | WPS | 4 |
| *WATSON-GLASER CRITICAL THINKING APPRAISAL, FORM YM*<br>*Test 3: Deduction* | | GR 9-12 | WPS | 8 |
| *WISCONSIN TESTS OF TESTIMONY AND REASONING ASSESSMENT*<br>*Test R-IV* | | GR 10-12 | WRDCCL | 10 |
| *WLW MENTAL ALERTNESS INVENTORY* | F8 | Adult | PGP | |
| S16 Symbolic Deductive Reasoning | | | | |

GNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *LETION, FORM RECO8A* |  | Adult | SPS | 8 | 11 | 1 | 1 | 6 | 0 |  | FGPPFP |
|  |  | Adult | IRC | 10 | 12 | 3 | 7 | 8 | 0 |  | FGPFGP |
|  | V9<br>V7 | 8-10 yrs. | NEPC | 7 | 11 | 3 | 3 | 5 | 0 |  | PGPPFP |
|  | S5<br>V8 | 9-11 yrs. | NEPC | 6 | 11 | 3 | 3 | 5 | 0 |  | PGPPFP |
|  | S7 S5<br>V8 | 9-11 yrs. | NEPC | 6 | 11 | 3 | 3 | 5 | 0 |  | PGPPFP |
|  | S5<br>S7 | 9-12 yrs. | NEPC | 6 | 11 | 3 | 4 | 5 | 0 |  | PGPPFP |
|  | S5<br>S7 | 11-13 yrs. | NEPC | 6 | 11 | 3 | 3 | 5 | 0 |  | PGPPFP |
| *IA* | V12 | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 |  | PFPPFP |
| *L THINKING APPRAISAL, FORM YM*<br>*ce* |  | GR 9-12 | WPS | 4 | 10 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *L THINKING APPRAISAL, FORM YM*<br>*tion of Assumptions* |  | GR 9-12 | WPS | 4 | 10 | 1 | 1 | 7 | 0 |  | PFPPGP |
| *L THINKING APPRAISAL, FORM YM*<br>*on* |  | GR 9-12 | WPS | 8 | 10 | 1 | 1 | 7 | 0 |  | FFPPGP |
| *STIMONY AND REASONING ASSESSMENT* |  | GR 10-12 | WRDCCL | 10 | 13 | 1 | 2 | 7 | 0 |  | FGPPGP |
| *INVENTORY* | F8 | Adult | PGP |  |  |  |  |  |  |  |  |
| soning |  |  |  |  |  |  |  |  |  |  |  |

HIGHER-ORDER COGNITIVE SUMMARY T

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teachin |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0 |
| *ACER ADVANCED TEST N* | V16 | 16 yrs. & up | ACER | | | | |
| *ADAPTABILITY TEST, FORM A* | V16 | Adult | SRA | 7 | 11 | 5 | 6 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 2* | | GR 7-9 | HBJ | 5 | 9 | 1 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 6* | | GR 7-9 | HBJ | 5 | 9 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A*<br>*Test 2* | | GR 10-12 | HBJ | 5 | 9 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A*<br>*Test 6* | | GR 10-12 | HBJ | 5 | 9 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ELEMENTARY BATTERY, FORM A*<br>*Test 2* | | GR 4-6 | HBJ | 7 | 9 | 2 | 0 |
| *ANALYSIS OF LEARNING POTENTIAL: ELEMENTARY BATTERY, FORM A*<br>*Test 5* | | GR 4-6 | HBJ | 5 | 9 | 2 | 0 |
| *ANALYSIS OF RELATIONSHIPS* | V16 | GR 12 & up | CPP | 7 | 11 | 2 | 5 |
| *CARDALL-MILES MENTAL ALERTNESS TEST* | V16 | Adult | CAS | | | | |
| *COMPUTER PROGRAMMER APTITUDE BATTERY*<br>*Letter Series* | | College & Adult | SRA | 6 | 12 | 4 | 5 |
| *CORRELATE COMPLETION* | V16 | Adult | SPS | 4 | 7 | 1 | 1 |
| *CORRELATE COMPLETION II, FORM RECO1A* | | GR 9 & up | SPS | 4 | 8 | 1 | 1 |
| *D 48 TEST* | S7 | GR 5 & up | CPP | 8 | 9 | 2 | 4 |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | V16 | 16 yrs. & up | ACER | | | | | | | | |
| | V16 | Adult | SRA | 7 | 11 | 5 | 6 | 8 | 3 | | PGFFGF |
| L: ADVANCED BATTERY I, FORM A | | GR 7-9 | HBJ | 5 | 9 | 1 | 0 | 6 | 3 | | PFPPFF |
| L: ADVANCED BATTERY I, FORM A | | GR 7-9 | HBJ | 5 | 9 | 2 | 0 | 6 | 3 | | PFPPFF |
| L: ADVANCED BATTERY II, FORM A | | GR 10-12 | HBJ | 5 | 9 | 2 | 0 | 6 | 3 | | PFPPFF |
| L: ADVANCED BATTERY II, FORM A | | GR 10-12 | HBJ | 5 | 9 | 2 | 0 | 6 | 3 | | PFPPFF |
| L: ELEMENTARY BATTERY, FORM A | | GR 4-6 | HBJ | 7 | 9 | 2 | 0 | 6 | 3 | | PFPPFF |
| L: ELEMENTARY BATTERY, FORM A | | GR 4-6 | HBJ | 5 | 9 | 2 | 0 | 6 | 3 | | PFPPFF |
| | V16 | GR 12 & up | CPP | 7 | 11 | 2 | 5 | 5 | 0 | | PGPFFP |
| S TEST | V16 | Adult | CAS | | | | | | | | |
| BATTERY | | College & Adult | SRA | 6 | 12 | 4 | 5 | 7 | 0 | | PGPFGP |
| | V16 | Adult | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| RECO1A | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | S7 | GR 5 & up | CPP | 8 | 9 | 2 | 4 | 5 | 0 | | FFPPFP |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *EMPLOYEE APTITUDE SURVEY, FORM A*<br>*Symbolic Reasoning* | | 16 yrs. & up | PS | 10 |
| *ESSENTIAL JUNIOR INTELLIGENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | |
| *FORM REASONING, FORM NSI02C* | | GR 9 & up | SPS | 3 |
| *INTUITIVE MECHANICS* | F5 | Adult | IRC | |
| *IOWA TESTS OF BASIC SKILLS, FORM 4*<br>*Test A2: Arithmetic Problem Solving* | V16 | GR 3-9 | HMC | |
| *JASTAK TEST*<br>*Number Series Subtest 2* | | GR 7-9 | WPS | 5 |
| *KIT OF REFERENCE TESTS*<br>*I-1 (Induction: Letter Sets Test)* | | GR 8-16 | ETS | 6 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test D8* | V16 | 9.5-12.5 yr | PPI | 4 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test EF7* | V16 | 10.5-13.5 yrs. | PPI | |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test EF8* | | 10.5-13.5 yrs. | PPI | 8 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test G6* | | 11.5-15.5 yrs. | PPI | 5 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test H2* | | 14.5-18.5 yrs. | PPI | 5 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test H8* | | 14.5-18.5 yrs. | PPI | 9 |
| *LEE TEST OF ALGEBRAIC ABILITY, REVISED FORM*<br>*Test 2* | | GR 7-8 | BMC | 8 |

## NITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *EY, FORM A* | | 16 yrs. & up | PS | 10 | 8 | 6 | 4 | 7 | 4 | | FFFPGG |
| *LIGENCE TEST, FORM A* | V16 | 8-12 yrs. | OBL | | | | | | | | |
| *IO2C* | | GR 9 & up | SPS | 3 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | F5 | Adult | IRC | | | | | | | | |
| *LLS, FORM 4*<br>*ic Problem Solving* | V16 | GR 3-9 | HMC | | | | | | | | |
| *est 2* | | GR 7-9 | WPS | 5 | 8 | 2 | 6 | 7 | 0 | | PFPFGP |
| *etter Sets Test)* | | GR 8-16 | ETS | 6 | 11 | 0 | 1 | 6 | 3 | | PGPPFF |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | V16 | 9.5-12.5 yr | PPI | 4 | 7 | 1 | 1 | 7 | 0 | | PFPPGP |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | V16 | 10.5-13.5 yrs. | PPI | | | | | | | | |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | | 10.5-13.5 yrs. | PPI | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | | 11.5-15.5 yrs. | PPI | 5 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | | 14.5-18.5 yrs. | PPI | 5 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *URE OF ACADEMIC POTENTIAL, 7th ED.* | | 14.5-18.5 yrs. | PPI | 9 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *ABILITY, REVISED FORM* | | GR 7-8 | BMC | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |

HIGHER-ORDER COGNITIVE SUMMARY T

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0- |
| *LEE TEST OF GEOMETRIC APTITUDE, REVISED FORM (1963)*<br>*Tests 1-4* | V16 | 13.5-16.5 yrs. | CTB | | | | |
| *LETTER ANALOGIES, FORM CSR03A* | | GR 9 & up | SPS | 6 | 9 | 1 | 1 |
| *LETTER PROBLEMS, FORM ESI02A* | | GR 9 & up | SPS | 4 | 9 | 1 | 1 |
| *LETTER TRIANGLE, FORM CSS02A* | | GR 9 & up | SPS | 4 | 10 | 1 | 1 |
| *MEASURES OF COGNITIVE ABILITIES*<br>*CR-B (Circle Reasoning)* | | GR 5 | WRDCCL | 10 | 12 | 1 | 1 |
| *NON-VERBAL TESTS*<br>*Test DH* | F16 | 8-11 yrs. | NEPC | | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | | |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | | |
| *PROBLEM SOLVING, FORM CMS05A* | V16 | GR 9 & up | SPS | | | | |
| *RELATED WORDS I, FORM ESR03A* | | GR 9 & up | SPS | 4 | 7 | 1 | 1 |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVEL 5*<br>*Symbol Manipulation* | | GR 9-12 | SRA | 4 | 11 | 3 | 4 |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Arithmetic Reasoning* | V16 | GR 9 | STS | | | | |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Problem Solving* | V16 | GR 9 | STS | | | | |

| TEGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ISED FORM (1963)* | V16 | 13.5-16.5 yrs. | CTB | | | | | | | | |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPF P |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPF P |
| | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPF P |
| | | GR 5 | WRDCCL | 10 | 12 | 1 | 1 | 5 | 0 | | FGPPF P |
| | F16 | 8-11 yrs. | NEPC | | | | | | | | |
| *VANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | | | | | | | |
| *LEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | | | | | | |
| *TERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | | | | | | |
| | V16 | GR 9 & up | SPS | | | | | | | | |
| | | GR 9 & up | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPF P |
| *LITY), LEVEL 5* | | GR 9-12 | SRA | 4 | 11 | 3 | 4 | 6 | 0 | | PGPPF P |
| | V16 | GR 9 | STS | | | | | | | | |
| | V16 | GR 9 | STS | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SYMBOL MANIPULATION, FORM ESRO2C* | | GR 9 & up | SPS | 9 |
| *SYMBOL MANIPULATION II, FORM RSMO4A* | | Adult | SPS | 9 |
| *SYMBOL REASONING, FORM ESIO3A* | | GR 9 & up | SPS | 6 |
| *VERBAL TESTS*<br>*Test 2* | V10 | 13-15 yrs. | NEPC | |
| *WORD RELATIONS, FORM CSRO2B* | | GR 9 & up | SPS | 5 |
| F16 Figural-Spatial Deductive Reasoning | | | | |
| *ACADEMIC APTITUDE TEST (NON-VERBAL)*<br>*Test 3* | | GR 7 & up | PA | 7 |
| *ACADEMIC PROMISE TESTS, FORM A*<br>*Abstract Reasoning* | | GR 6-9 | PC | 8 |
| *ACER ADVANCED TEST N* | V16 | 16 yrs. & up | ACER | |
| *ACER JUNIOR NON-VERBAL TEST*<br>*Tests 3 & 4* | | 8-11 yrs. | ACER | 10 |
| *ADVANCED PROGRESSIVE MATRICES*<br>*Set II* | | Adult | PC | 9 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: ADVANCED BATTERY, FORM D* | V16 | GR 7-9 | BMC | |
| *AMERICAN SCHOOL INTELLIGENCE TEST: HIGH SCHOOL BATTERY, FORM D* | V16 | GR 10-12 | BMC | |
| *APTITUDE TESTS (SENIOR)*<br>*Subtest 5: Pattern Completion* | | 16 yrs. & up | IPR | 4 |

ITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ESRO2C* | | GR 9 & up | SPS | 9 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| *FORM RSMO4A* | | Adult | SPS | 9 | 8 | 1 | 1 | 6 | 0 | | FFPPFP |
| *IO3A* | | GR 9 & up | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | V10 | 13-15 yrs. | NEPC | | | | | | | | |
| *2B* | | GR 9 & up | SPS | 5 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| Reasoning | | | | | | | | | | | |
| *ON-VERBAL)* | | GR 7 & up | PA | 7 | 6 | 1 | 1 | 7 | 0 | | PFPPGP |
| *FORM A* | | GR 6-9 | PC | 8 | 9 | 6 | 5 | 6 | 3 | | FFFFFF |
| | V16 | 16 yrs. & up | ACER | | | | | | | | |
| *ST* | | 8-11 yrs. | ACER | 10 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *ICES* | | Adult | PC | 9 | 9 | 5 | 4 | 5 | 0 | | FFFPFP |
| *ENCE TEST: ADVANCED BATTERY, FORM D* | V16 | GR 7-9 | BMC | | | | | | | | |
| *ENCE TEST: HIGH SCHOOL BATTERY, FORM D* | V16 | GR 10-12 | BMC | | | | | | | | |
| *Completion* | | 16 yrs. & up | IPR | 4 | 7 | 2 | 3 | 6 | 0 | | PFPPFP |

## HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *BENNETT MECHANICAL COMPREHENSION TEST, FORM S* | | High School & up | PC | 9 | 12 |
| *CANADIAN ACADEMIC APTITUDE TEST*<br>*Part III: Non-Verbal Reasoning* | S7 | GR 8-9 | OISE | 8 | 10 |
| *CATTELL INTELLIGENCE TESTS*<br>*Scale II, Subtest 4: Analogies* | V16 | 11-15 yrs. | GHC | | |
| *CATTELL INTELLIGENCE TESTS*<br>*Scale III, Subtest 4: Analogies* | V16 | 15 yrs. & up | GHC | | |
| *CIRCLE REASONING, FORM CSS01D* | | GR 9 & up | SPS | 6 | 9 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 2, Test 3: Matrices* | | 8-13 yrs. | IPAT | 6 | 10 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 2, Test 4: Conditions* | | 8-13 yrs. | IPAT | 6 | 10 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 3, Test 3: Matrices* | | Adult | IPAT | 6 | 10 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 3, Test 4: Conditions* | | Adult | IPAT | 6 | 10 |
| *EMPLOYMENT INVENTORY III* | F5 | 16.5 yrs & up | PGP | 2 | 7 |
| *FIGURE ANALOGIES, FORM CFR01A* | | GR 9 & up | SPS | 5 | 7 |
| *FIGURE ANALOGIES COMPLETION* | | Adult | SPS | 4 | 10 |
| *GENERAL MENTAL ABILITY TEST, FORM 1-A* | V16 | Adult | EETSA | 6 | 8 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 3-6, FORM A* | V16 | GR 3-6 | HMC | | |

| ATEGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *EST, FORM S* | | High School & up | PC | 9 | 12 | 4 | 4 | 6 | 3 | | FGPPFF |
| *ng* | S7 | GR 8-9 | OISE | 8 | 10 | 4 | 4 | 6 | 0 | | FFPPFP |
| *es* | V16 | 11-15 yrs. | GHC | | | | | | | | |
| *ies* | V16 | 15 yrs. & up | GHC | | | | | | | | |
| | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RM A* | | 8-13 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *RM A* | | 8-13 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *RM A* | | Adult | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| *RM A* | | Adult | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPFGP |
| | F5 | 16.5 yrs & up | PGP | 2 | 7 | 3 | 3 | 5 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 5 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *1-A* | V16 | Adult | EETSA | 6 | 8 | 1 | 4 | 5 | 0 | | PFPPFP |
| *BILITY, GRADES 3-6, FORM A* | V16 | GR 3-6 | HMC | | | | | | | | |

## 95 —— HIGHER-ORDER COGNITIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 6-9, FORM B* | V16 | GR 6-9 | HMC | | |
| *THE HENMON-NELSON TESTS OF MENTAL ABILITY, GRADES 9-12, FORM A* | V16 | GR 9-12 | HMC | | |
| *IDENTICAL FIGURAL RELATIONS, FORM EFRO2A* | | Adult | SPS | 4 | 8 |
| *JASTAK TEST*<br>*Space Completion* | | GR 7-9 | WPS | 5 | 8 |
| *JENKINS INTERMEDIATE NON-VERBAL TEST*<br>*Test V* | | 10-14 yrs. | ACER | 6 | 8 |
| *KINDERGARTEN EVALUATION OF LEARNING POTENTIAL*<br>*Block Design* | | GR K | MGH | 7 | 9 |
| *KINGSTON TEST OF INTELLIGENCE, FORM A*<br>*Set 3* | | 10-12 yrs. | GHC | 6 | 8 |
| *KIT OF REFERENCE TESTS*<br>*I-2 (Induction: Locations Test)* | | GR 8-16 | ETS | 6 | 11 |
| *KUHLMANN-FINCH JUNIOR HIGH SCHOOL TEST*<br>*Subtest 4* | | GR 7-9 | AGS | 6 | 8 |
| *KUHLMANN-FINCH SENIOR HIGH SCHOOL TEST*<br>*Subtest 4* | | GR 10-12 | AGS | 6 | 8 |
| *KUHLMANN-FINCH TEST I*<br>*Subtest 4* | | GR 1 | AGS | 4 | 6 |
| *KUHLMANN-FINCH TEST II*<br>*Subtest 4* | | GR 2 | AGS | 4 | 6 |
| *KUHLMANN-FINCH TEST III*<br>*Subtest 4* | | GR 3 | AGS | 5 | 8 |
| *KUHLMANN-FINCH TEST IV*<br>*Subtest 4* | | GR 4 | AGS | 5 | 7 |

## NITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| F MENTAL ABILITY, GRADES 6-9, FORM B | V16 | GR 6-9 | HMC | | | | | | | | |
| F MENTAL ABILITY, GRADES 9-12, FORM A | V16 | GR 9-12 | HMC | | | | | | | | |
| NS, FORM EFRO2A | | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 7-9 | WPS | 5 | 8 | 2 | 6 | 7 | 0 | | PFPFGP |
| -VERBAL TEST | | 10-14 yrs. | ACER | 6 | 8 | 3 | 1 | 6 | 0 | | PFPPFP |
| F LEARNING POTENTIAL | | GR K | MGH | 7 | 9 | 0 | 2 | 2 | 0 | | PFPPPP |
| ENCE, FORM A | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| cations Test) | | GR 8-16 | ETS | 6 | 11 | 0 | 1 | 6 | 4 | | PGPPFG |
| GH SCHOOL TEST | | GR 7-9 | AGS | 6 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| GH SCHOOL TEST | | GR 10-12 | AGS | 6 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 1 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 2 | AGS | 4 | 6 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 3 | AGS | 5 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 4 | AGS | 5 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |

HIGHER-ORDER COGNITIVE SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *KUHLMANN-FINCH TEST V*<br>*Subtest 4* | | GR 5 | AGS | 6 | 8 |
| *KUHLMANN-FINCH TEST VI*<br>*Subtest 4* | | GR 6 | AGS | 6 | 9 |
| *MENTAL ABILITY, ADVANCED*<br>*Test 1* | | GR 6-8 | STS | 8 | 10 |
| *NLSMA SCALES: VOL. 3 (p. 295), FORMS 2262, 2464, 2565*<br>*Maps*<br>*Spring Year 3 Test Battery, Grade 12* | | GR 12 | SMSG | 6 | 10 |
| *NON-VERBAL TESTS*<br>*Test 4* | S7<br>F8 | 12:00-13:11 yrs. | NEPC | 7 | 8 |
| *NON-VERBAL TESTS*<br>*Test BD, Subtest 3: Analogies* | | 8:01-10:11 yrs. | NEPC | 7 | 8 |
| *NON-VERBAL TESTS*<br>*Test DH* | F6<br>S16 | 8-11 yrs. | NEPC | 7 | 8 |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL I, FORM J*<br>*Part II* | V8 | GR Hi 1-3 | HBJ | 8 | 6 |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | |
| *PRESCRIBED RELATIONS* | | Adult | SPS | 0 | 8 |
| *RULES, FORM RGR04A* | | Adult | SPS | 2 | 10 |
| *SOUTHEND TEST OF INTELLIGENCE*<br>*Set 4* | | 10-12 yrs. | GHC | 6 | 7 |

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 5 | AGS | 6 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| | | GR 6 | AGS | 6 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |
| | | GR 6-8 | STS | 8 | 10 | 1 | 3 | 6 | 0 | | FFPPFP |
| ), *FORMS 2262, 2464, 2565*<br>*, Grade 12* | | GR 12 | SMSG | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| | S7<br>F8 | 12:00-13:11 yrs. | NEPC | 7 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| *ogies* | | 8:01-10:11 yrs. | NEPC | 7 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| | F6<br>S16 | 8-11 yrs. | NEPC | 7 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| *T: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | | | | | | | |
| *T: ELEMENTARY LEVEL I, FORM J* | V8 | GR Hi 1-3 | HBJ | 8 | 6 | 1 | 0 | 6 | 1 | | FFPPFP |
| *T: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | | | | | | | |
| *T: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | | | | | | | |
| | | Adult | SPS | 0 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 10-12 yrs. | GHC | 6 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SPATIAL COMPREHENSION, FORM CFS07A* | | GR 9 & up | SPS | 8 | 9 |
| *STANDARD PROGRESSIVE MATRICES*<br>*Set B* | | 6-65 yrs. | PC | 6 | 8 |
| *STANDARD PROGRESSIVE MATRICES*<br>*Set C* | | 6-65 yrs. | PC | 6 | 8 |
| *STANDARD PROGRESSIVE MATRICES*<br>*Set D* | | 6-65 yrs. | PC | 6 | 8 |
| *STANDARD PROGRESSIVE MATRICES*<br>*Set E* | | 6-65 yrs. | PC | 8 | 8 |
| *STS HIGH SCHOOL PLACEMENT TEST*<br>*Quantitative Reasoning* | S7 | GR 9 | STS | | |
| *SURVEY OF MECHANICAL INSIGHT* | | GR 9-12 & Adult | CTB | 7 | 11 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 3, FORM CE*<br>*Analogies* | | 9-11 yrs. | GTA | 6 | 11 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 4, FORM CE*<br>*Analogies* | | 12-14 yrs. | GTA | 6 | 11 |
| *TEST OF GENERAL ABILITY (INTERAMERICAN SERIES): LEVEL 5, FORM CE*<br>*Analogies* | | 15-18 yrs. | GTA | 6 | 11 |
| *WLW CULTURE FAIR INVENTORY* | F8 | Adult | PGP | | |
| V17 Verbal Evaluating According to Logical Criteria | | | | | |
| *ABSURDITIES* | | Adult | SPS | 4 | 11 |
| *ACADEMIC APTITUDE TEST (VERBAL)*<br>*Test 2: Section B* | | GR 7 & up | PA | 3 | 7 |

E SUMMARY TEST EVALUATIONS

| **CATEGORY<br>ME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *SO7A* | | GR 9 & up | SPS | 8 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | 6-65 yrs. | PC | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| | | 6-65 yrs. | PC | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| | | 6-65 yrs. | PC | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| | | 6-65 yrs. | PC | 8 | 8 | 1 | 1 | 5 | 0 | | FFPPFP |
| | S7 | GR 9 | STS | | | | | | | | |
| | | GR 9-12<br>& Adult | CTB | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| *MERICAN SERIES): LEVEL 3,* | | 9-11 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *MERICAN SERIES): LEVEL 4,* | | 12-14 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| *MERICAN SERIES): LEVEL 5,* | | 15-18 yrs. | GTA | 6 | 11 | 0 | 1 | 6 | 1 | | PGPPFP |
| | F8 | Adult | PGP | | | | | | | | |
| Logical Criteria | | | | | | | | | | | |
| | | Adult | SPS | 4 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 7 & up | PA | 3 | 7 | 1 | 1 | 7 | 0 | | PFPPGP |

HIGHER-ORDER COGNITIVE SUMMAR

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *ACER JUNIOR A TEST* | V16 | 8.6-12.0 yrs. | ACER | | | |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 9* | | GR 7-9 | HBJ | 7 | 10 | 2 |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A*<br>*Test 9* | | GR 10-12 | HBJ | 7 | 9 | 2 |
| *AWARENESS OF VARIABLES, FORM PRO4A* | | Adult | SPS | 4 | 9 | 1 |
| *BEST TREND NAME, FORM EMRO1A* | V7 | GR 9 & up | SPS | 4 | 9 | 0 |
| *CATTELL INTELLIGENCE TESTS, FORM A*<br>*Non-Verbal Scale I, Subtest 5* | | 8-11 yrs. | GHC | 2 | 6 | 1 |
| *COMPLETE THOUGHTS, FORM EMSO1A* | | GR 9 & up | SPS | 2 | 10 | 1 |
| *CORNELL CRITICAL THINKING TEST, LEVEL X*<br>*Part IB* | | 14 yrs. & up | CTP | 11 | 12 | 1 |
| *CORNELL CRITICAL THINKING TEST, LEVEL Z*<br>*Part III* | | College & Adult | CTP | 11 | 12 | 1 |
| *CORNELL CRITICAL THINKING TEST, LEVEL Z*<br>*Part V* | V14 | College & Adult | CTP | 11 | 12 | 1 |
| *DOUBLE DESCRIPTIONS, FORM EMUO1A* | | GR 9 & up | SPS | 6 | 10 | 1 |
| *EDUCATIONAL APTITUDE TEST*<br>*Subtest 2* | | Undergrad & Graduate | CPS | 5 | 10 | 1 |
| *EVALUATION OF COMPARISONS, FORM EL11A* | V6 | Adult | SPS | 6 | 9 | 1 |
| *IMPORTANT FACTS, FORM EMSO2A* | | GR 9 & up | SPS | 6 | 11 | 1 |

| GORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | V16 | 8:6-12.0 yrs. | ACER | | | | | | | | - |
| *D BATTERY I, FORM A* | | GR 7-9 | HBJ | 7 | 10 | 2 | 0 | 6 | 3 | | PFPPFF |
| *D BATTERY II, FORM A* | | GR 10-12 | HBJ | 7 | 9 | 2 | 0 | 6 | 3 | | PFPPFF |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | * | PFPPFP |
| | V7 | GR 9 & up | SPS | 4 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | 8-11 yrs. | GHC | 2 | 6 | 1 | 0 | 7 | 4 | | PFPPGG |
| | | GR 9 & up | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | 14 yrs. & up | CTP | 11 | 12 | 1 | 1 | 7 | 0 | | FGPPGP |
| | | College & Adult | CTP | 11 | 12 | 1 | 1 | 7 | 0 | | FGPPGP |
| | V14 | College & Adult | CTP | 11 | 12 | 1 | 1 | 7 | 0 | | FGPPGP |
| | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Undergrad & Graduate | CPS | 5 | 10 | 1 | 0 | 6 | 0 | | PFPPFP |
| | V6 | Adult | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *KINGSTON TEST OF INTELLIGENCE, FORM A*<br>*Set 4* | | 10-12 yrs. | GHC | 6 | 8 |
| *MADDOX VERBAL REASONING TEST*<br>*Page 6 (Bottom Half)* | | 9.5-10.5 yrs. | OBL | 6 | 7 |
| *OTIS-LENNON MENTAL ABILITY TEST: ADVANCED LEVEL, FORM J* | V16 | GR 10-12 | HBJ | | |
| *OTIS-LENNON MENTAL ABILITY TEST: ELEMENTARY LEVEL II, FORM J* | V16 | GR 4-6 | HBJ | | |
| *OTIS-LENNON MENTAL ABILITY TEST: INTERMEDIATE LEVEL, FORM J* | V16 | GR 7-9 | HBJ | | |
| *PEARSON-HYRAM TEST OF CRITICAL THINKING*<br>*Part XI* | | est. High School & up | GH | 6 | 9 |
| *PRACTICAL ESTIMATION, EP02A* | | Adult | SPS | 6 | 8 |
| *PRODUCT CHOICE, FORM EMT01A* | | GR 9 & up | SPS | 6 | 9 |
| *PUNCH-LINE COMPARISONS, EMT07A* | | GR 9 & up | SPS | 4 | 10 |
| *RANKING OF VARIABLES, FORM PJ02A* | | Adult | SPS | 4 | 9 |
| *SENTENSENSE, FORM EMS03A* | | GR 9 & up | SPS | 8 | 11 |
| *SIMPLEX GROUP INTELLIGENCE SCALE*<br>*Tests 2A, 2B, 3A, 3B* | | 9 yrs.-Adult | GHC | 7 | 11 |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Test 6* | | 6-10 yrs. | GHC | 4 | 8 |
| *SOCIAL SITUATIONS, FORM EP03A* | | Adult | SPS | 4 | 8 |

NITIVE SUMMARY TEST EVALUATIONS

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| GENCE, FORM A | | 10-12 yrs. | GHC | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| TEST<br>) | | 9.5-<br>10.5 yrs. | OBL | 6 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| TY TEST: ADVANCED LEVEL, FORM J | V16 | GR 10-12 | HBJ | | | | | | | | |
| TY TEST: ELEMENTARY LEVEL II, FORM J | V16 | GR 4-6 | HBJ | | | | | | | | |
| TY TEST: INTERMEDIATE LEVEL, FORM J | V16 | GR 7-9 | HBJ | | | | | | | | |
| ITICAL THINKING | | est. High School & up | GH | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| 02A | | Adult | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| 01A | | GR 9 & up | SPS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| EMT07A | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| RM PJ02A | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| CE SCALE<br>B | | 9 yrs.-<br>Adult | GHC | 7 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| LIGENCE TEST | | 6-10 yrs. | GHC | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| EP03A | | Adult | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |

HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| STORY TITLES, FORM EMT02A | | GR 9 & up | SPS | 6 | 10 | 1 |
| STUDY SKILLS AND CRITICAL THINKING<br>Sections 1 & 7 | | High School | NCSS | 6 | 13 | 0 |
| SYMBOLIC JUDGMENT, FORM EF02A | | Adult | SPS | 0 | 5 | 1 |
| SYNONYMS, FORM EMUC2A | | GR 9 & up | SPS | 2 | 10 | 1 |
| TITLES, FORM EL06A | | Adult | SPS | 4 | 9 | 1 |
| UNLIKELY THINGS, FORM EMS04A | | GR 9 & up | SPS | 6 | 11 | 1 |
| USEFUL CHANGES, FORM EMT03B | | GR 9 & up | SPS | 4 | 9 | 1 |
| WATSON-GLASER CRITICAL THINKING APPRAISAL, FORM YM<br>Test 5: Evaluation of Arguments | | GR 9-12 | WPS | 8 | 10 | 1 |
| WISCONSIN TESTS OF TESTIMONY AND REASONING ASSESSMENT<br>Test R-II | | GR 10-12 | WRDCCL | 12 | 13 | 1 |
| WORD CHECKING I, FORM ES01A | | Adult | SPS | 4 | 10 | 1 |
| WORD CHECKING II, FORM ES02A | | Adult | SPS | 4 | 10 | 1 |
| WORD EXTENSIONS, FORM EMI03A | | GR 9 & up | SPS | 2 | 10 | 1 |
| WORD LINKAGE, FORM EMR03A | | GR 9 & up | SPS | 2 | 9 | 1 |
| WORD SELECTION, FORM EL10A | | GR 9 & up | SPS | 2 | 9 | 1 |

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 9 & up | SPS | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ING* | | High School | NCSS | 6 | 13 | 0 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | SPS | 0 | 5 | 1 | 1 | 6 | 0 | | PPPPFP |
| | | GR 9 & up | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *APPRAISAL, FORM YM*<br>*uments* | | GR 9-12 | WPS | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *D REASONING ASSESSMENT* | | GR 10-12 | WRDCCL | 12 | 13 | 1 | 2 | 7 | 0 | | GGPPGP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 2 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 2 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| | | GR 9 & up | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *WORD SUBSTITUTION, FORM EMU03A* | | GR 9 & up | SPS | 4 | 10 | 1 |
| *WORD SYSTEMS, FORM EMS05A* | | GR 9 & up | SPS | 6 | 7 | 1 |
| *THE YOU TEST, FORM B*<br>*Which Do You Think Are Foolish Sayings?* | | GR 5-7 | WHM | 2 | 7 | 0 |
| S17 Symbolic Evaluating According to Logical Criteria | | | | | | |
| *BEST NUMBER PAIRS, FORM ESC02A* | | GR 9 & up | SPS | 2 | 7 | 1 |
| *JUMBLED WORDS, FORM EST03A* | S6 | GR 9 & up | SPS | | | |
| *LETTER-NUMBER SCALES, FORM ESS01A* | | GR 9 & up | SPS | 2 | 8 | 1 |
| *TYPING ERRORS, EST02A* | | GR 9 & up | SPS | 4 | 8 | 1 |
| F17 Figural-Spatial Evaluating According to Logical Criteria | | | | | | |
| *JUDGING FIGURAL BALANCE, FORM EFS03A* | | Adult | SPS | 6 | 8 | 1 |
| *JUDGING SPECIFIED FIGURES, FORM EFU05A* | | GR 9 & up | SPS | 4 | 10 | 1 |
| V18 Verbal Specifying Judgmental Criteria | | | | | | |
| *ATTRIBUTE LISTING II, FORM HS01A* | | Adult | SPS | 4 | 10 | 1 |
| *CORNELL CRITICAL THINKING TEST, LEVEL Z*<br>*Part II* | | College & Adult | CTP | 11 | 12 | 1 |

SUMMARY TEST EVALUATIONS

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 6 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *sh Sayings?* | | GR 5-7 | WHM | 2 | 7 | 0 | 2 | 7 | 0 | | PFPPGP |
| Logical Criteria | | | | | | | | | | | |
| | | GR 9 & up | SPS | 2 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| | S6 | GR 9 & up | SPS | | | | | | | | |
| | | GR 9 & up | SPS | 2 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | GR 9 & up | SPS | 4 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| ing to Logical Criteria | | | | | | | | | | | |
| *03A* | | Adult | SPS | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FU05A* | | GR 9 & up | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| eria | | | | | | | | | | | |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EVEL Z* | | College & Adult | CTP | 11 | 12 | 1 | 1 | 7 | 0 | | FGPPGP |

HIGHER-ORDER COGNITIVE SUMMARY T

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *INQUIRY SKILLS MEASURES*<br>*Classifying* | | 9-11 yrs. | ECA | 6 | 12 | 0 |
| *INQUIRY SKILLS MEASURES*<br>*Sealed Box* | V15 | 9-11 yrs. | ECA | | | |
| *MAP DRAWING AND MAP READING EXERCISE*<br>*Problems 21-25* | | 7-15 yrs. | DHF | 7 | 9 | 2 |
| *NLSMA SCALES: VOL. 1, PART A (p. 49), FORM 105*<br>*Pick Two Pictures*<br>*Fall Year 1 Test Battery, Grade 4* | V2 | GR 4 | SMSG | | | |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Self Evaluation* | V2 | GR 5 | MKM | | | |
| S18 Symbolic Specifying Judgmental Criteria | | | | | | |
| F18 Figural-Spatial Specifying Judgmental Criteria | | | | | | |
| V19 Verbal Sensitivity to Missing, Irrelevant or Misleading Information | | | | | | |
| *ACADEMIC APTITUDE TEST (VERBAL)*<br>*Test 2: Section A* | | GR 7 & up | PA | 4 | 8 | 1 |
| *AMERICAN SCHOOL INTELLIGENCE TEST: PRIMARY BATTERY, FORM E*<br>*Part 3* | | GR K-3 | BMC | 6 | 6 | 1 |
| *CALIFORNIA ABBREVIATED WISC (EDUCABLE MENTALLY RETARDED)*<br>*Picture Completion* | | 8.0-13.6 yrs. | WPS | 6 | 10 | 3 |
| *CALIFORNIA ABBREVIATED WISC (INTELLECTUALLY GIFTED)*<br>*Picture Completion* | | 8.0-13.6 yrs. | WPS | 8 | 11 | 3 |
| *CORNELL CRITICAL THINKING TEST, LEVEL X*<br>*Part IIB* | | 14 yrs. & up | CTP | 11 | 12 | 1 |
| *CULTURE FAIR INTELLIGENCE TEST, FORM A*<br>*Scale 1, Test 6: Wrong Pictures* | | 4-8 yrs. | IPAT | 6 | 10 | 1 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | 9-11 yrs. | ECA | 6 | 12 | 0 | 1 | 2 | 4 | | PGPPPG |
| | V15 | 9-11 yrs. | ECA | | | | | | | | |
| *ERCISE* | | 7-15 yrs. | DHF | 7 | 9 | 2 | 1 | 3 | 0 | | PFPPPP |
| *(p. 49), FORM 105*<br>*Grade 4* | V2 | GR 4 | SMSG | | | | | | | | |
| *S INQUIRY* | V2 | GR 5 | MKM | | | | | | | | |
| Criteria | | | | | | | | | | | |
| gmental Criteria | | | | | | | | | | | |
| Irrelevant or Misleading<br>on | | | | | | | | | | | |
| *)* | | GR 7 & up | PA | 4 | 8 | 1 | 1 | 7 | 0 | | PFPPGP |
| *EST: PRIMARY BATTERY, FORM E* | | GR K-3 | BMC | 6 | 6 | 1 | 0 | 7 | 4 | | FFPPGG |
| *DUCABLE MENTALLY RETARDED)* | | 8.0-13.6 yrs. | WPS | 6 | 10 | 3 | 3 | 2 | 0 | | PFPPPP |
| *NTELLECTUALLY GIFTED)* | | 8.0-13.6 yrs. | WPS | 8 | 11 | 3 | 3 | 2 | 0 | | FGPPPP |
| *, LEVEL X* | | 14 yrs. & up | CTP | 11 | 12 | 1 | 1 | 7 | 0 | | FGPPGP |
| *, FORM A*<br>*ctures* | | 4-8 yrs. | IPAT | 6 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *DETROIT BEGINNING FIRST GRADE INTELLIGENCE TEST, REVISED FORM*<br>*Test 5* | | 6-7 yrs. | BEM | 4 | 7 |
| *DETROIT BEGINNING FIRST GRADE INTELLIGENCE TEST, REVISED FORM*<br>*Test 6* | | 6-7 yrs. | BEM | 4 | 7 |
| *DETROIT INTELLIGENCE TEST (PUBLIC SCHOOL PRIMARY INTELLIGENCE TEST), FORM A*<br>*Subtest 2* | | GR 2-4 | BEM | 6 | 10 |
| *ESSENTIAL OPERATIONS, FORM RPO3B* | | Adult | SPS | 5 | 10 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test K2* | | 5-6.5 yrs. | PPI | 9 | 10 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Creativity* | | GR 9-12 | PTO | 4 | 8 |
| *NECESSARY FACTS, FORM CMSO4A* | | GR 9 & up | SPS | 6 | 11 |
| *PEARSON-HYRAM TEST OF CRITICAL THINKING*<br>*Part IV* | | est. High School & up | GH | 6 | 10 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Analyzes and Plans* | V11 | GR 5 | MKM | | |
| *PRESSEY CLASSIFICATION AND VERIFYING TESTS*<br>*Primary Classification, Form A, Test 2* | | GR 1-2 | BMC | 4 | 8 |
| *PRESSEY CLASSIFICATION AND VERIFYING TESTS*<br>*Primary Classification, Form A, Test 4* | F8 | GR 1-2 | BMC | 5 | 8 |
| *REVISED BETA EXAMINATION*<br>*Test 3* | | Adult | PC | 8 | 10 |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Section 13* | | High School | NCSS | 4 | 13 |
| *TORRANCE TESTS OF CREATIVE THINKING, FORM A*<br>*Verbal* | V10 | Kg-Adult | PPI | | |

## ITIVE SUMMARY TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ADE INTELLIGENCE TEST, REVISED FORM* | | 6-7 yrs. | BEM | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ADE INTELLIGENCE TEST, REVISED FORM* | | 6-7 yrs. | BEM | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *(PUBLIC SCHOOL PRIMARY INTELLIGENCE* | | GR 2-4 | BEM | 6 | 10 | 3 | 2 | 7 | 3 | | PFPPGF |
| *RPO3B* | | Adult | SPS | 5 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *F ACADEMIC POTENTIAL, 7th ED.* | | 5-6.5 yrs. | PPI | 9 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *UDES AND ABILITIES* | | GR 9-12 | PTO | 4 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| *A* | | GR 9 & up | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *CAL THINKING* | | est. High School & up | GH | 6 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ATICS INQUIRY* | V11 | GR 5 | MKM | | | | | | | | |
| *VERIFYING TESTS*<br>*, Form A, Test 2* | | GR 1-2 | BMC | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *VERIFYING TESTS*<br>*, Form A, Test 4* | F8 | GR 1-2 | BMC | 5 | 8 | 1 | 1 | 5 | 0 | | PFPPFP |
| | | Adult | PC | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *THINKING* | | High School | NCSS | 4 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *THINKING, FORM A* | V10 | Kg-Adult | PPI | | | | | | | | |

HIGHER-ORDER COGNITIVE SUMMARY TH

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0 |
| *UNUSUAL DETAILS, FORM EMSO1B* | | Adult | SPS | 4 | 9 | 1 | 1 |
| *WISCONSIN TESTS OF TESTIMONY AND REASONING ASSESSMENT*<br>*Tests T-I, T-II, T-III, R-I, R-III* | | GR 10-12 | WRDCC | 12 | 13 | 1 | 2 |
| S19 Symbolic Sensitivity to Missing, Irrelevant, or Misleading Information | | | | | | | |
| *DISEMVOWELLED WORDS, FORM CSU04A* | | GR 9 & up | SPS | 4 | 7 | 1 | 1 |
| *NUMBER SERIES CORRECTION, FORM CSS03A* | S7 | GR 9 & up | SPS | | | | |
| F19 Figural-Spatial Sensitivity to Missing, Irrelevant, or Misleading Information | | | | | | | |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY I, FORM A*<br>*Test 4* | F5 | GR 7-9 | HBJ | | | | |
| *ANALYSIS OF LEARNING POTENTIAL: ADVANCED BATTERY II, FORM A*<br>*Test 4* | F5 | GR 10-12 | HBJ | | | | |
| *CHICAGO NON-VERBAL EXAMINATION*<br>*Test 8* | | 7-13 yrs. | PC | 6 | 7 | 0 | 1 |
| *INTERNALLY CONSISTENT FIGURES, FORM EFS04A* | | GR 9 & up | SPS | 7 | 10 | 1 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test K1* | | 5-6.5 yrs. | PPI | 9 | 11 | 1 | 1 |
| *KUHLMANN-ANDERSON MEASURE OF ACADEMIC POTENTIAL, 7th ED.*<br>*Test K5* | | 5-6.5 yrs. | PPI | 9 | 11 | 1 | 1 |
| *MENTAL ABILITY: PREPRIMARY*<br>*Test 3* | | GR K-1 | STS | 6 | 11 | 0 | 1 |
| *PERFORMANCE ALERTNESS, FORM C* | | Adult | PRA | 8 | 9 | 6 | 5 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EASONING ASSESSMENT*<br>*R-III* | | GR 10-12 | WRDCC | 12 | 13 | 1 | 2 | 7 | 0 | | GGPPGP |
| Irrelevant, or Misleading | | | | | | | | | | | |
| | | GR 9 & up | SPS | 4 | 7 | 1 | 1 | 6 | 0 | | PFPPFP |
| *CO3A* | S7 | GR 9 & up | SPS | | | | | | | | |
| ssing, Irrelevant, or Mis-<br>on | | | | | | | | | | | |
| *DVANCED BATTERY I, FORM A* | F5 | GR 7-9 | HBJ | | | | | | | | |
| *DVANCED BATTERY II, FORM A* | F5 | GR 10-12 | HBJ | | | | | | | | |
| | | 7-13 yrs. | PC | 6 | 7 | 0 | 1 | 5 | 0 | | PFPPFP |
| *RM EFSO4A* | | GR 9 & up | SPS | 7 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EMIC POTENTIAL, 7th ED.* | | 5-6.5 yrs. | PPI | 9 | 11 | 1 | 1 | 7 | 0 | | FGPPGP |
| *EMIC POTENTIAL, 7th ED.* | | 5-6.5 yrs. | PPI | 9 | 11 | 1 | 1 | 7 | 0 | | FGPPGP |
| | | GR K-1 | STS | 6 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | PRA | 8 | 9 | 6 | 5 | 6 | 0 | | FFFFFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *REVISED BETA EXAMINATION*<br>*Test 5* | | Adult | PC | 8 | 10 |
| *SLEIGHT NON-VERBAL INTELLIGENCE TEST*<br>*Tests 5 & 9* | | 6-10 yrs. | GHC | 4 | 9 |
| *STEA (SHORT TEST OF EDUCATIONAL ABILITY), LEVELS 1 & 2*<br>*Spatial Relations* | | GR K-3 | SRA | 4 | 12 |
| V20 Verbal Discriminating Statements of Value From Fact | | | | | |
| *CRITICAL EVALUATION, FORM EL05A* | | Adult | SPS | 5 | 6 |
| *FACTS AND OPINIONS, FORM EL04A* | | Adult | SPS | 6 | 11 |
| *SENTENCE CLASSIFICATION, FORM CMC03A* | | GR 9 & up | SPS | 4 | 9 |
| *SENTENCE EVALUATION, FORM EL03A* | | Adult | SPS | 4 | 9 |
| *SOCIAL INTELLIGENCE TEST*<br>*Observation of Human Behavior* | | Adult | WPS | 4 | 11 |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Sections 2, 3, 4, 15* | | High School | NCSS | 8 | 13 |
| S20 Symbolic Discriminating Statements of Value From Fact | | | | | |
| F20 Figural-Spatial Discriminating Statements of Value From Fact | | | | | |
| V21 Verbal Creating Situations to Provide Data For Evaluation | | | | | |
| *COMMON SENSE JUDGMENT II, FORM EMI04B* | | GR 9 & up | SPS | 3 | 9 |

## OGNITIVE SUMMARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ON* | | Adult | PC | 8 | 10 | 1 | 1 | 7 | 0 | | FFPPGP |
| *ELLIGENCE TEST* | | 6-10 yrs. | GHC | 4 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *UCATIONAL ABILITY), LEVELS 1 & 2* | | GR K-3 | SRA | 4 | 12 | 3 | 1 | 6 | 0 | | PGPPFP |
| Statements of Value From Fact | | | | | | | | | | | |
| *ORM EL05A* | | Adult | SPS | 5 | 6 | 1 | 1 | 6 | 0 | | PFPPFP |
| *RM EL04A* | | Adult | SPS | 6 | 11 | 1 | 1 | 6 | 0 | | PGPPFP |
| *N, FORM CMC03A* | | GR 9 & up | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ORM EL03A* | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *EST*<br>*man Behavior* | | Adult | WPS | 4 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| *CAL THINKING*<br>*15* | | High School | NCSS | 8 | 13 | 0 | 1 | 6 | 0 | | FGPPFP |
| ng Statements of Value From Fact | | | | | | | | | | | |
| iminating Statements of Value From Fact | | | | | | | | | | | |
| tions to Provide Data For Evaluation | | | | | | | | | | | |
| *II, FORM EMI04B* | | GR 9 & up | SPS | 3 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |

## HIGHER-ORDER COGNITIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *INQUIRY SKILLS MEASURES*<br>*Sealed Box* | | 9-11 yrs. | ECA | 2 | 8 | 0 |
| *PERTINENT QUESTIONS, FORM A* | V15 | GR 9 & up | SPS | | | |
| *STUDY SKILLS AND CRITICAL THINKING*<br>*Section 17* | | High School | NCSS | 2 | 13 | 0 |
| *TWENTY QUESTIONS, FORM CSX01A* | | Adult | SPS | 4 | 10 | 1 |
| *VERIFICATIONS, FORM PI02A* | | Adult | SPS | 4 | 9 | 1 |
| S21 Symbolic Creating Situations to Provide Data For Evaluation | | | | | | |
| F21 Figural-Spatial Creating Situations to Provide Data For Evaluation | | | | | | |
| V22 Verbal Building Theories or Models | | | | | | |
| *TRANSITIONS, FORM HZ03A* | | Adult | SPS | 2 | 9 | 1 |
| S22 Symbolic Building Theories or Models | | | | | | |
| F22 Figural-Spatial Building Theories or Models | | | | | | |
| V23 Verbal Valuing | | | | | | |
| *ASCHNER GALLAGHER SYSTEM*<br>*Evaluative Thinking* | | 10 yrs.<br>& up | JJG | 6 | 11 | 0 |
| *FLORIDA TAXONOMY OF AFFECTIVE BEHAVIOR* | GS8 | est. Elem. | IDHR | | | |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | 9-11 yrs. | ECA | 2 | 8 | 0 | 0 | 2 | 4 | | PFPPPG |
| | V15 | GR 9 & up | SPS | | | | | | | | |
| *NKING* | | High School | NCSS | 2 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| | | Adult | SPS | 4 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | Adult | SPS | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| to Provide Data For Evaluation | | | | | | | | | | | |
| ations to Provide Data For<br>ion | | | | | | | | | | | |
| odels | | | | | | | | | | | |
| | | Adult | SPS | 2 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| Models | | | | | | | | | | | |
| ries or Models | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | 10 yrs.<br>& up | JJG | 6 | 11 | 0 | 0 | 3 | 0 | * | PGPPPP |
| *BEHAVIOR* | GS8 | est. Elem. | IDHR | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Creative Output* | | 15-18 yrs. | PDE | 9 | 11 |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Executes Plan* | V2 | GR 5 | MKM | | |
| *PERFORMANCE TEST OF MATHEMATICS INQUIRY*<br>*Involvement* | | GR 5 | MKM | 11 | 12 |
| S23 Symbolic Valuing | | | | | |
| F23 Figural-Spatial Valuing | | | | | |
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VE SUMMARY TEST EVALUATIONS

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | 15-18 yrs. | PDE | 9 | 11 | 5 | 4 | 7 | 0 | | FGFPGP |
| S INQUIRY | V2 | GR 5 | MKM | | | | | | | | |
| S INQUIRY | | GR 5 | MKM | 11 | 12 | 0 | 2 | 4 | 3 | | FGPPFF |
| | | | | | | | | | | | |
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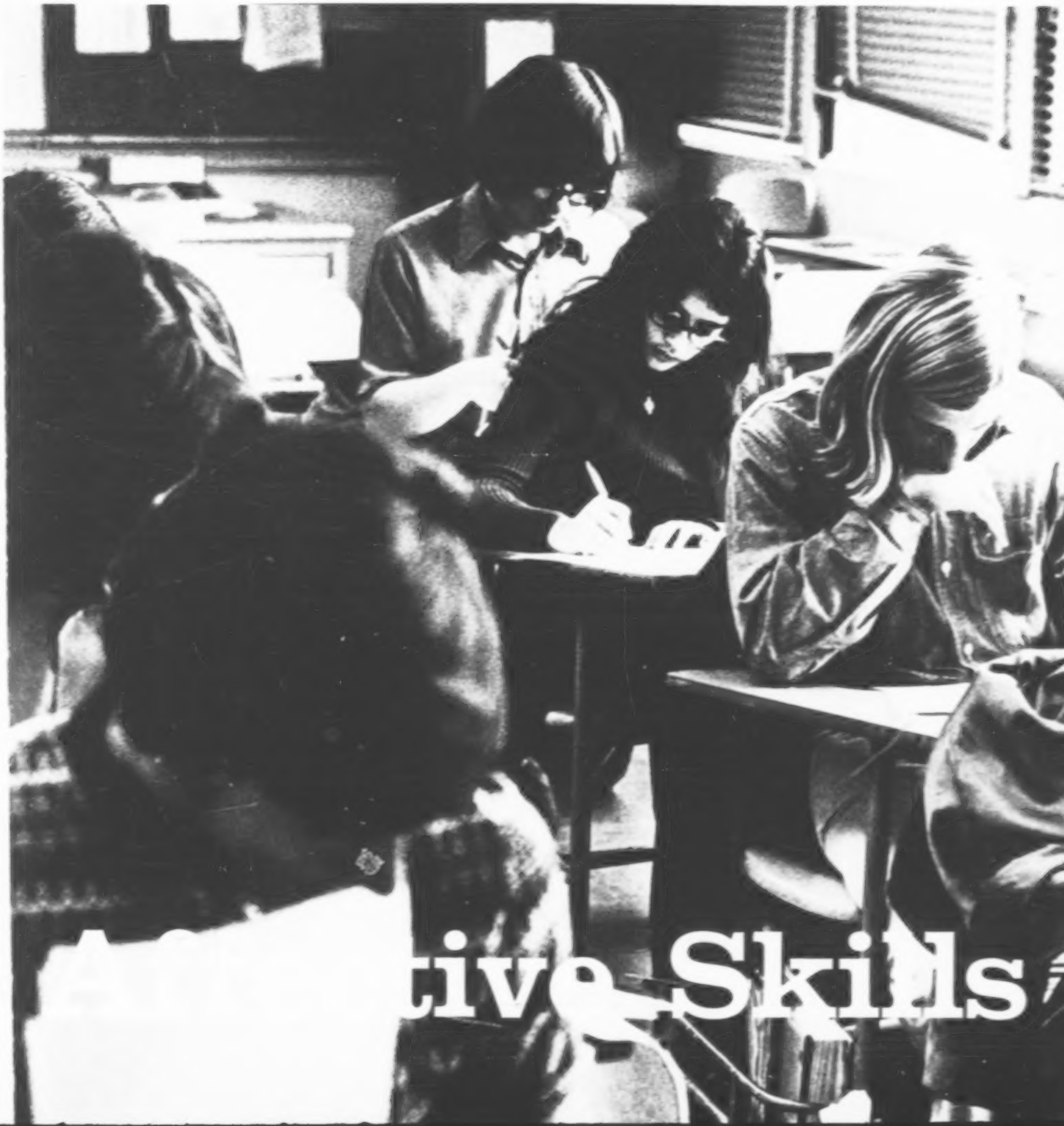
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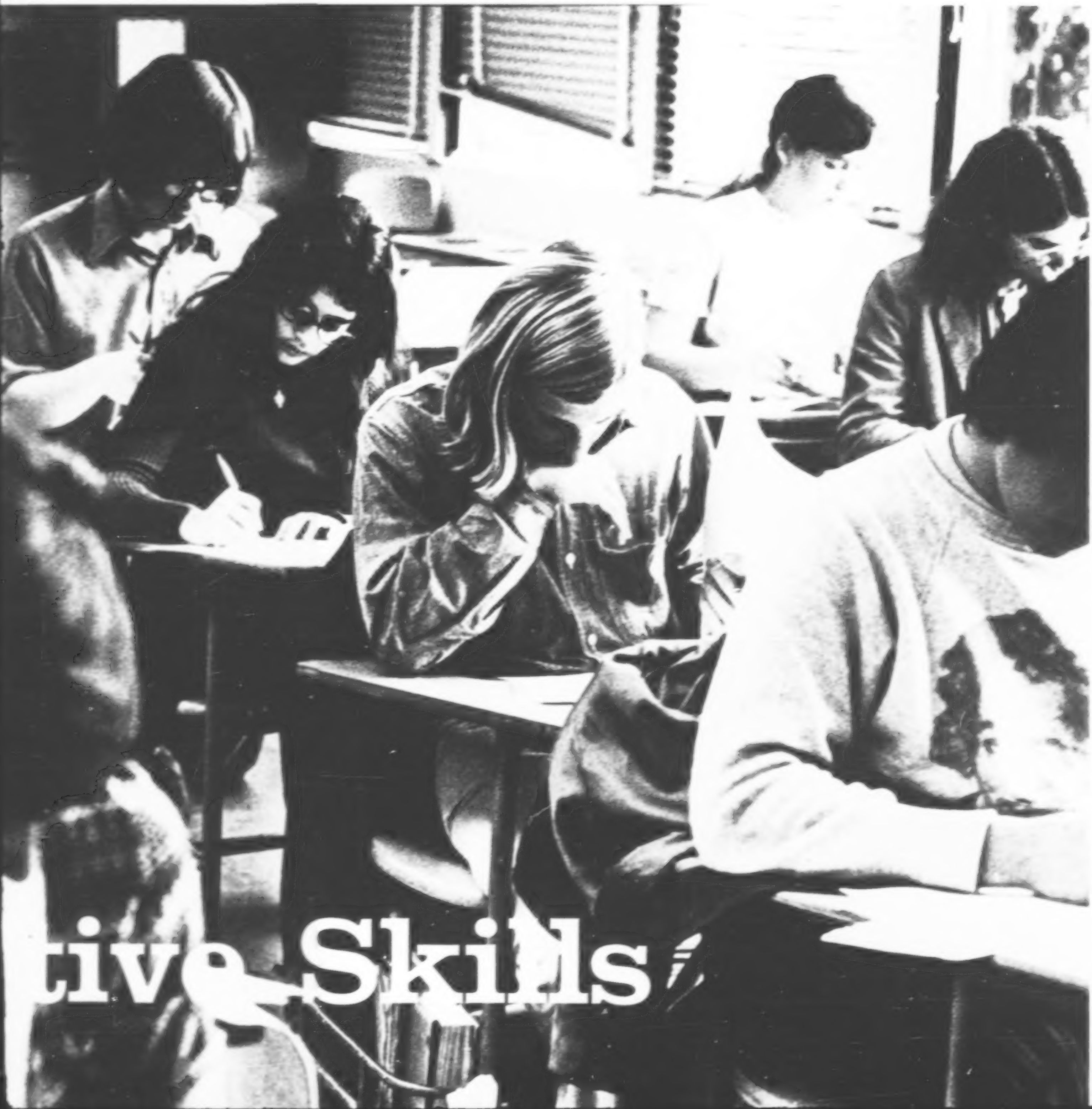

# tive Skills

# TESTS OF AFFECTIVE SKILLS

The affective domain in popular test literature subsumes such concepts as temperaments, traits, attitudes, beliefs, interests, and values. The primary focus of these skills is on the ability to respond constructively to the impact of the environment in an emotionally fulfilling way, and further, to help the individual make a reciprocal impact on his environment.

A satisfactory theory which would lead to an optimal categorization schema for the affective skills has yet to be developed. For the Humanizing Learning Program, it was therefore decided to base the categorization schema on two major considerations: (1) the curriculum-development needs and interests of the program and (2) the results of factor analytic studies. An attempt to fit known affective factors into the schema did not result in an exact fit in all cases, but in most cases the identified factors fit into the matrix fairly well.

Figure 9 illustrates this two-dimensional matrix; its rows and columns are labeled with the classification descriptors, and the cells of their intersections are assigned codes. The parenthesized numbers in each cell indicate the number of test instruments identified, procured, and evaluated.

Instruments assigned to t
generally focus on traits or disp
individual in varying situations
fied within the interpersonal sc
social or interpersonal situation
individual manifests in that sit
attempts to measure aspects o
specific teacher or fellow studen
personal classification scheme, w
the valence of a student's atti
academic values in general, wou
tion scheme.

*The Dimensions of the Affective*
The rows of Figure 9 repr
that were chosen for inclusion in
tion for the affective domain co
(personal temperament, social
interests, and values) divided in
Humanizing Learning Program
assignment to a sub-category w
assigned to a "primary" catego

## *ROWS OF THE CLASSIFICATION SCHEME*

### *PERSONAL TEMPERAMENT*

The first primary category is concerned with what are sometimes called "personality traits." The primary distinction between this category and the social temperament category is that the personal temperament skills are manifested whether or not the individual is interacting with other people, whereas the social temperament skills require the presence of, and interaction with, other people.

*Shyness-Boldness.* This bipolar trait includes such behaviors as following vs. leading, submitting vs. dominating, difficulty vs. ease in making friends, avoiding vs. seeking contact with others and stage-fright vs. stage-presen

*Examples:*

"I get very nervous when I h

"Jones would never say 'Hel

"Applicant could be describe

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*Many sample items in this secti
trative purposes. Items that are ethicall
tive of contrived-situation measures) ar
assessment purposes.

# TESTS OF AFFECTIVE SKILLS

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of factor analytic studies. An attempt to
s into the schema did not result in an
in most cases the identified factors fit

his two-dimensional matrix; its rows and
the classification descriptors, and the
are assigned codes. The parenthesized
licate the number of test instruments
evaluated.

Instruments assigned to the affective classification scheme generally focus on traits or dispositions that hold constant for an individual in varying situations. In contrast, instruments classified within the interpersonal scheme generally focus on a specific social or interpersonal situation and the various behaviors that an individual manifests in that situation. For example, a test that attempts to measure aspects of a student's relationship with a specific teacher or fellow students would be assigned to the interpersonal classification scheme, whereas an instrument that assesses the valence of a student's attitude toward teachers, school, or academic values in general, would fall into the affective classification scheme.

### *The Dimensions of the Affective Classification Scheme*

The rows of Figure 9 represent the various affective skills that were chosen for inclusion in this investigation. The classification for the affective domain consists of six "primary" categories (personal temperament, social temperament, attitudes, needs, interests, and values) divided into sub-categories deemed by the Humanizing Learning Program to be the most important. When assignment to a sub-category was not practicable, the test was assigned to a "primary" category only.

## *ROWS OF THE CLASSIFICATION SCHEME*

### *MENT*

egory is concerned with what are some-
raits." The primary distinction between
cial temperament category is that the
ills are manifested whether or not the
with other people, whereas the social
e the presence of, and interaction with,

his bipolar trait includes such behaviors
ubmitting vs. dominating, difficulty vs.
oiding vs. seeking contact with others
and stage-fright vs. stage-presence.

*Examples:*

"I get very nervous when I have to give a speech."*

"Jones would never say 'Hello' to someone else."

"Applicant could be described as the 'life of the party'."

---

*Many sample items in this section are contrived by the authors for illustrative purposes. Items that are ethically questionable (especially those illustrative of contrived-situation measures) are in no way endorsed by the authors for assessment purposes.

Figure 9 AFFECTIVE CLASSIFICATION SCHEME

| CHARACTERISTIC | REPORTS ABOUT SELF | | | REPORTS ABOUT OT | |
|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation |
| 1. Personal Temperament | 11 *(3)* | 12 *(3)* | 13 *(7)* | 14 *(1)* | 15 *(1)* |
| 1A. Shyness-Boldness | 1A1 *(20)* | 1A2 *(12)* | 1A3 *(44)* | 1A4 *(2)* | 1A5 *(0)* |
| 1B. Neuroticism-Adjustment | 1B1 *(51)* | 1B2 *(8)* | 1B3 *(55)* | 1B4 *(3)* | 1B5 *(0)* |
| 1C. Gen. Activity-Lethargy | 1C1 *(3)* | 1C2 *(1)* | 1C3 *(6)* | 1C4 *(2)* | 1C5 *(0)* |
| 1D. Reality-Fantasy Differentiation | 1D1 *(4)* | 1D2 *(0)* | 1D3 *(4)* | 1D4 *(2)* | 1D5 *(0)* |
| 1E. Impulse-Control | 1E1 *(11)* | 1E2 *(3)* | 1E3 *(15)* | 1E4 *(2)* | 1E5 *(0)* |
| 1F. Goal-Setting Behavior | 1F1 *(11)* | 1F2 *(6)* | 1F3 *(20)* | 1F4 *(1)* | 1F5 *(0)* |
| 1G. Masculinity-Femininity | 1G1 *(6)* | 1G2 *(0)* | 1G3 *(12)* | 1G4 *(0)* | 1G5 *(0)* |
| 2. Social Temperament | 21 *(11)* | 22 *(4)* | 23 *(8)* | 24 *(2)* | 25 *(0)* |
| 2A. Dependence-Independence | 2A1 *(14)* | 2A2 *(14)* | 2A3 *(30)* | 2A4 *(3)* | 2A5 *(0)* |
| 2B. Hostility-Friendliness | 2B1 *(16)* | 2B2 *(16)* | 2B3 *(52)* | 2B4 *(5)* | 2B5 *(0)* |
| 2C. Socialization-Rebelliousness | 2C1 *(11)* | 2C2 *(0)* | 2C3 *(27)* | 2C4 *(3)* | 2C5 *(0)* |
| 2D. Responsibility-Irresponsibility | 2D1 *(4)* | 2D2 *(5)* | 2D3 *(15)* | 2D4 *(3)* | 2D5 *(0)* |
| 3. Attitudes, Opinions, Beliefs | 31 *(13)* | 32 *(1)* | 33 *(56)* | 34 *(1)* | 35 *(0)* |
| 3A. Self-Esteem | 3A1 *(22)* | 3A2 *(17)* | 3A3 *(49)* | 3A4 *(1)* | 3A5 *(3)* |
| 3B. School Orientation | 3B1 *(55)* | 3B2 *(4)* | 3B3 *(50)* | 3B4 *(6)* | 3B5 *(0)* |
| 3C. Internal-External Control | 3C1 *(4)* | 3C2 *(1)* | 3C3 *(11)* | 3C4 *(0)* | 3C5 *(0)* |
| 4. Needs | 41 *(2)* | 42 *(0)* | 43 *(1)* | 44 *(0)* | 45 *(0)* |
| 4A. Need to Avoid Failure | 4A1 *(0)* | 4A2 *(1)* | 4A3 *(0)* | 4A4 *(0)* | 4A5 *(0)* |
| 4B. Need for Feedback | 4B1 *(1)* | 4B2 *(0)* | 4B3 *(0)* | 4B4 *(0)* | 4B5 *(0)* |
| 5. Interests | 51 *(5)* | 52 *(1)* | 53 *(7)* | 54 *(0)* | 55 *(0)* |
| 5A. Vocational Interests | 5A1 *(15)* | 5A2 *(3)* | 5A3 *(5)* | 5A4 *(0)* | 5A5 *(0)* |
| 5B. Avocational Interests | 5B1 *(6)* | 5B2 *(3)* | 5B3 *(5)* | 5B4 *(0)* | 5B5 *(0)* |
| 6. Values | 61 *(7)* | 62 *(2)* | 63 *(7)* | 64 *(0)* | 65 *(0)* |
| 6A. Theoretical-Academic | 6A1 *(12)* | 6A2 *(4)* | 6A3 *(5)* | 6A4 *(0)* | 6A5 *(0)* |
| 6B. Economic-Practical | 6B1 *(5)* | 6B2 *(4)* | 6B3 *(6)* | 6B4 *(1)* | 6B5 *(0)* |
| 6C. Aesthetic | 6C1 *(3)* | 6C2 *(3)* | 6C3 *(1)* | 6C4 *(0)* | 6C5 *(0)* |
| 6D. Social | 6D1 *(28)* | 6D2 *(7)* | 6D3 *(59)* | 6D4 *(0)* | 6D5 *(0)* |
| 6E. Political | 6E1 *(7)* | 6E2 *(3)* | 6E3 *(20)* | 6E4 *(0)* | 6E5 *(0)* |
| 6F. Religious | 6F1 *(10)* | 6F2 *(3)* | 6F3 *(10)* | 6F4 *(0)* | 6F5 *(0)* |

*Parenthesized figures indicate the number of tests located and evaluated for that category.*

Figure 9 AFFECTIVE CLASSIFICATION SCHEME

| | **REPORTS ABOUT SELF** | | | **REPORTS ABOUT OTHERS** | | | **BEHAVIORAL MEASURES** | |
|---|---|---|---|---|---|---|---|---|
| | **Description** | **Speculation** | **Judgment** | **Description** | **Speculation** | **Judgment** | **Contrived Situation** | **Actual Situation** |
| | 11 *(3)* | 12 *(3)* | 13 *(7)* | 14 *(1)* | 15 *(1)* | 16 *(3)* | 17 *(0)* | 18 *(0)* |
| | 1A1 *(20)* | 1A2 *(12)* | 1A3 *(44)* | 1A4 *(2)* | 1A5 *(0)* | 1A6 *(1)* | 1A7 *(2)* | 1A8 *(0)* |
| | 1B1 *(51)* | 1B2 *(8)* | 1B3 *(55)* | 1B4 *(3)* | 1B5 *(0)* | 1B6 *(1)* | 1B7 *(4)* | 1B8 *(2)* |
| | 1C1 *(3)* | 1C2 *(1)* | 1C3 *(6)* | 1C4 *(2)* | 1C5 *(0)* | 1C6 *(1)* | 1C7 *(1)* | 1C8 *(0)* |
| tion | 1D1 *(4)* | 1D2 *(0)* | 1D3 *(4)* | 1D4 *(2)* | 1D5 *(0)* | 1D6 *(0)* | 1D7 *(0)* | 1D8 *(0)* |
| | 1E1 *(11)* | 1E2 *(3)* | 1E3 *(15)* | 1E4 *(2)* | 1E5 *(0)* | 1E6 *(0)* | 1E7 *(0)* | 1E8 *(0)* |
| | 1F1 *(11)* | 1F2 *(6)* | 1F3 *(20)* | 1F4 *(1)* | 1F5 *(0)* | 1F6 *(1)* | 1F7 *(1)* | 1F8 *(1)* |
| | 1G1 *(6)* | 1G2 *(0)* | 1G3 *(12)* | 1G4 *(0)* | 1G5 *(0)* | 1G6 *(0)* | 1G7 *(0)* | 1G8 *(0)* |
| | 21 *(11)* | 22 *(4)* | 23 *(8)* | 24 *(2)* | 25 *(0)* | 26 *(7)* | 27 *(1)* | 28 *(2)* |
| | 2A1 *(14)* | 2A2 *(14)* | 2A3 *(30)* | 2A4 *(3)* | 2A5 *(0)* | 2A6 *(0)* | 2A7 *(1)* | 2A8 *(3)* |
| | 2B1 *(16)* | 2B2 *(16)* | 2B3 *(52)* | 2B4 *(5)* | 2B5 *(0)* | 2B6 *(1)* | 2B7 *(1)* | 2B8 *(1)* |
| | 2C1 *(11)* | 2C2 *(0)* | 2C3 *(27)* | 2C4 *(3)* | 2C5 *(0)* | 2C6 *(3)* | 2C7 *(2)* | 2C8 *(0)* |
| ity | 2D1 *(4)* | 2D2 *(5)* | 2D3 *(15)* | 2D4 *(3)* | 2D5 *(0)* | 2D6 *(0)* | 2D7 *(1)* | 2D8 *(0)* |
| | 31 *(13)* | 32 *(1)* | 33 *(56)* | 34 *(1)* | 35 *(0)* | 36 *(1)* | 37 *(0)* | 38 *(0)* |
| | 3A1 *(22)* | 3A2 *(17)* | 3A3 *(49)* | 3A4 *(1)* | 3A5 *(3)* | 3A6 *(1)* | 3A7 *(5)* | 3A8 *(1)* |
| | 3B1 *(55)* | 3B2 *(4)* | 3B3 *(50)* | 3B4 *(6)* | 3B5 *(0)* | 3B6 *(4)* | 3B7 *(1)* | 3B8 *(3)* |
| | 3C1 *(4)* | 3C2 *(1)* | 3C3 *(11)* | 3C4 *(0)* | 3C5 *(0)* | 3C6 *(0)* | 3C7 *(0)* | 3C8 *(0)* |
| | 41 *(2)* | 42 *(0)* | 43 *(1)* | 44 *(0)* | 45 *(0)* | 46 *(1)* | 47 *(0)* | 48 *(0)* |
| | 4A1 *(0)* | 4A2 *(1)* | 4A3 *(0)* | 4A4 *(0)* | 4A5 *(0)* | 4A6 *(0)* | 4A7 *(0)* | 4A8 *(0)* |
| | 4B1 *(1)* | 4B2 *(0)* | 4B3 *(0)* | 4B4 *(0)* | 4B5 *(0)* | 4B6 *(0)* | 4B7 *(0)* | 4B8 *(0)* |
| | 51 *(5)* | 52 *(1)* | 53 *(7)* | 54 *(0)* | 55 *(0)* | 56 *(0)* | 57 *(0)* | 58 *(0)* |
| | 5A1 *(15)* | 5A2 *(3)* | 5A3 *(5)* | 5A4 *(0)* | 5A5 *(0)* | 5A6 *(0)* | 5A7 *(0)* | 5A8 *(0)* |
| | 5B1 *(6)* | 5B2 *(3)* | 5B3 *(5)* | 5B4 *(0)* | 5B5 *(0)* | 5B6 *(0)* | 5B7 *(0)* | 5B8 *(0)* |
| | 61 *(7)* | 62 *(2)* | 63 *(7)* | 64 *(0)* | 65 *(0)* | 66 *(0)* | 67 *(0)* | 68 *(0)* |
| | 6A1 *(12)* | 6A2 *(4)* | 6A3 *(5)* | 6A4 *(0)* | 6A5 *(0)* | 6A6 *(0)* | 6A7 *(0)* | 6A8 *(0)* |
| | 6B1 *(5)* | 6B2 *(4)* | 6B3 *(6)* | 6B4 *(1)* | 6B5 *(0)* | 6B6 *(1)* | 6B7 *(0)* | 6B8 *(0)* |
| | 6C1 *(3)* | 6C2 *(3)* | 6C3 *(1)* | 6C4 *(0)* | 6C5 *(0)* | 6C6 *(0)* | 6C7 *(0)* | 6C8 *(0)* |
| | 6D1 *(28)* | 6D2 *(7)* | 6D3 *(59)* | 6D4 *(0)* | 6D5 *(0)* | 6D6 *(2)* | 6D7 *(0)* | 6D8 *(0)* |
| | 6E1 *(7)* | 6E2 *(3)* | 6E3 *(20)* | 6E4 *(0)* | 6E5 *(0)* | 6E6 *(0)* | 6E7 *(1)* | 6E8 *(0)* |
| | 6F1 *(10)* | 6F2 *(3)* | 6F3 *(10)* | 6F4 *(0)* | 6F5 *(0)* | 6F6 *(1)* | 6F7 *(0)* | 6F8 *(0)* |

*ber of tests located and evaluated for that category.*

*Neuroticism-Adjustment.* The second sub-classification is a very broad category which cuts across and includes many affective skills. A test for neuroticism frequently includes items dealing with shyness-boldness, activity-lethargy, restraint-impulsiveness, masculinity-femininity, dependence-independence, hostility-friendliness, internal-external control, etc., in addition to items dealing with anxiety, moodiness, irritability, sensitivity, and emotionality. An aura of pathology is usually seen in connection with the manifestation of these traits. Examples of items belonging unequivocally to this category are given below.

*Examples:*

> "Sometimes my heart pounds so hard, I think I'm going to explode."
>
> "Appears very well adjusted and emotionally balanced."
>
> "Applicant worries too much about his health."
>
> "This person is frequently observed weeping or deeply depressed."
>
> "Teacher records frequency of crying, nail-biting, and daydreaming."

*General Activity-Lethargy.* This category focuses on the characteristic energy level of the individual: Is he energetic or plodding, ambitious or lazy?

*Examples:*

> "I get tired very easily."
>
> "She always has many projects going simultaneously."
>
> "When applicant goes up stairs, he takes them two steps at a time."

*Reality-Fantasy Differentiation.* Measures of self-delusion vs. self-knowledge and distorted vs. undistorted perception of one's surroundings are included in this category. The emphasis here is not on the pathological delusions and fantasies of psychosis, but on the less severe misperceptions of normal human beings.

*Examples:*

> "I frequently confuse my daydreams with reality."
>
> "When I listen to records, I pretend
>
> "Does this person over- or under-esti

*Impulse-Control.* The category
passes two main aspects: (1) emotion
sight. Emotional openness involves the
restraint in the expression of emotions,
on the cautiousness vs. impulsivity of

*Examples:*

> "I often do things without thinking
>
> "His friends consider him very rese
>
> "I usually feel free to express what
>
> "Told not to respond, the applicant
> stressful situations and his enduran
>
> "She never takes a trip without p
> advance."

*Goal-Setting Behavior.* Behaviors i
ability to determine personally appropri
in the pursuit of those goals. Also inclu
of gratification.

*Examples:*

> "In planning daily activities, I set go
> try to achieve each of my goals."
>
> "If I want something, I prefer to get
> though I have to pay interest, rathe
> saved enough money to pay cash."
>
> "While applicant does long-division
> reward, count the number of commen
> reward as opposed to comments
> nature of the task."

*Masculinity-Femininity.* This categ
tional cultural stereotypes of the mal
classification does not focus on sexual
vs. heterosexual relationships), but rath
ests, activities and values generally re

*t*. The second sub-classification is a
cuts across and includes many affec-
cism frequently includes items dealing
vity-lethargy, restraint-impulsiveness,
ependence-independence, hostility-
al control, etc., in addition to items
ness, irritability, sensitivity, and emo-
ogy is usually seen in connection with
raits. Examples of items belonging un-
are given below.

unds so hard, I think I'm going to

sted and emotionally balanced."

much about his health."

ntly observed weeping or deeply

ncy of crying, nail-biting, and day-

y. This category focuses on the char-
e individual: Is he energetic or plod-

rojects going simultaneously."

p stairs, he takes them two steps

*entiation*. Measures of self-delusion
torted vs. undistorted perception of
uded in this category. The emphasis
cal delusions and fantasies of psycho-
sperceptions of normal human beings.

daydreams with reality."

"When I listen to records, I pretend I'm the singer."

"Does this person over- or under-estimate his own abilities?"

*Impulse-Control.* The category of impulse-control encompasses two main aspects: (1) emotional openness, and (2) foresight. Emotional openness involves the concept of spontaneity vs. restraint in the expression of emotions, whereas foresight focuses on the cautiousness vs. impulsivity of one's actions.

*Examples:*

"I often do things without thinking of the consequences."

"His friends consider him very reserved."

"I usually feel free to express what I am really feeling."

"Told not to respond, the applicant is put in emotionally stressful situations and his endurance is measured."

"She never takes a trip without planning it in detail in advance."

*Goal-Setting Behavior.* Behaviors in this category include the ability to determine personally appropriate goals and to persevere in the pursuit of those goals. Also included is the concept of delay of gratification.

*Examples:*

"In planning daily activities, I set goals for myself and then try to achieve each of my goals."

"If I want something, I prefer to get it now on credit, even though I have to pay interest, rather than wait until I've saved enough money to pay cash."

"While applicant does long-division problems for a sizeable reward, count the number of comments made regarding the reward as opposed to comments regarding the tedious nature of the task."

*Masculinity-Femininity.* This category focuses on the traditional cultural stereotypes of the male and female roles. This classification does not focus on sexual behavior (i.e., homosexual vs. heterosexual relationships), but rather on the attitudes, interests, activities and values generally regarded by our culture as being either typically masculine or typically feminine. Items employing such descriptors as "active," "aggressive," "rational," "independent," and "tough-minded" would be interpreted as masculine traits, whereas feminine traits would include "passive," "compliant," "emotional," "dependent," and "tender-minded." This category, at present, seems most subject to rapid societal change and redefinition.

*Examples:*

"I faint at the sight of blood."

"I enjoy watching football games, live or on TV."

"Rate applicant on firmness of handshake: strong-medium-weak."

## *SOCIAL TEMPERAMENT*

The second primary category deals with measures that identify and describe traits and dispositions of an individual in his relationships with others. In cases where an instrument measures a social trait other than the sub-categories listed below, it is placed in the primary category. Many of the tests assigned to the primary category measure the individual's preference for socializing vs. being alone ("I'd rather stay home and read than go to a party.") without any implications of independence, hostility, or socialization.

*Dependence-Independence.* The first category, dependence-independence, focuses on the degree to which an individual adheres to or deviates from social expectations, the degree to which he is compliant or autonomous, and the degree of his need for security or freedom.

*Examples:*

"If I want to do something, I'll do it, even if my friends disapprove."

"Employees like to be supervised."

"I would rather work for myself than for a good boss."

"While solving a problem, examinee is given potentially misleading advice. The frequency of uncritical acceptance of the advice is recorded."

*Hostility-Friendliness.* This categ
attitudes that are defensive, aggress
or cynical, and opposite behaviors th
cepting, considerate, and trusting.

*Examples:*

"I sometimes feel like smashing t

"Most people deserve respect and

"Applicant behaves in a warm and
ties needed to be a senior teller a

"Partner 'plants' sabotage a grou
response to this sabotage is recor

*Socialization-Rebelliousness.* Th
spect for, and conformance to, laws ar
and disobedience.

*Examples:*

"I've never been in trouble with th

"Should one be courteous to peopl

"Have you ever been arrested?"

"Rate each child according to ho
teacher in the classroom."

*Responsibility-Irresponsibility.* T
irresponsibility focuses on the degre
dependable, serious, reliable, and loy
institution or task.

*Examples:*

"I take my work seriously."

"I am always on time for my app

"Record whether or not applican
view."

"Candidate is loyal and dependab

line or typically feminine. Items
s "active," "aggressive," "rational,"
inded" would be interpreted as mas-
ine traits would include "passive,"
dependent," and "tender-minded."
ems most subject to rapid societal

od."

games, live or on TV."

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dispositions of an individual in his
ases where an instrument measures
b-categories listed below, it is placed
of the tests assigned to the primary
dual's preference for socializing vs.
home and read than go to a party.")
ndependence, hostility, or socializa-

*ce.* The first category, dependence-
legree to which an individual adheres
ectations, the degree to which he is
d the degree of his need for security

g, I'll do it, even if my friends dis-

ervised."

myself than for a good boss."

examinee is given potentially mis-
ncy of uncritical acceptance of the

*Hostility-Friendliness.* This category focuses on behaviors and attitudes that are defensive, aggressive, rejecting, inconsiderate, or cynical, and opposite behaviors that are open, benevolent, accepting, considerate, and trusting.

*Examples:*

"I sometimes feel like smashing things."

"Most people deserve respect and warm consideration."

"Applicant behaves in a warm and accepting manner, qualities needed to be a senior teller at our bank."

"Partner 'plants' sabotage a group activity and examinee's response to this sabotage is recorded."

*Socialization-Rebelliousness.* This sub-category includes respect for, and conformance to, laws and social mores vs. disrespect and disobedience.

*Examples:*

"I've never been in trouble with the school authorities."

"Should one be courteous to people who are disagreeable?"

"Have you ever been arrested?"

"Rate each child according to how obedient he is to the teacher in the classroom."

*Responsibility-Irresponsibility.* The category of responsibility-irresponsibility focuses on the degree to which an individual is dependable, serious, reliable, and loyal to another person, group, institution or task.

*Examples:*

"I take my work seriously."

"I am always on time for my appointments."

"Record whether or not applicant arrived late for interview."

"Candidate is loyal and dependable."

## ATTITUDES, OPINIONS, BELIEFS

This category contains three sub-categories of personal valences toward self, others, and things. Attitudes, opinions, and beliefs other than the three discussed below are classed into the primary category.

*Self-Esteem.* The first category includes measures of self-acceptance, self-worth, self-confidence and self-assertiveness.

*Examples:*

"Sometimes I think I'm a worthless human being."

"If someone criticizes me unjustly, I defend myself."

"Child appears ashamed of his physical appearance."

*School Orientation.* This sub-category focuses on the individual's attitudes toward school, teachers and other school personnel, studying, school peers, and the process of education in general.

*Examples:*

"Most of my subjects are boring and worthless."

"I like most of my teachers."

"Studying is a waste of time."

"Students are observed littering and defacing school premises. Occurrences are tallied."

*Internal-External Control.* Measures of this sub-category are designed to ascertain whether the individual accepts responsibility for his own life and actions, or whether he believes that some external source is responsible. External forces can include such concepts as fate, bad environment, luck, and other people.

*Examples:*

"Getting ahead depends on who you know, not what you can do."

"Making money is a matter of luck, not intelligence."

"Applicant feels he is not in control of his destiny."

## NEEDS

Although many needs have
only two of these were selecte
Measures of other needs were cla
gory, Needs, or in some other s
achievement measures were clas
need-succorance as measures of

*Need to Avoid Failure.* Thi
measures of risk-taking vs. cautio
involves attacking only those pro
tion is assured and planning on
avoid pitfalls. This category also
a person is of failure.

*Examples:*

"I worry more about getting a
getting a good grade."

"I would rather do something
relaxed than something which

"Person exhibits a lot of 'dar

*Need for Feedback.* Assessm
ing to whether or not the individu
tions of, his work, actions, thoug
this concept is the need for an ob
one's actions.

*Examples:*

"Is it hard for you to go on w
encouraged?"

"When planning something, I
other people whose opinions

## INTERESTS

This category contains two s

*Vocational Interests.* Measu
specific field of study, job, or typ

*IONS, BELIEFS*
ntains three sub-categories of personal va-
thers, and things. Attitudes, opinions, and
three discussed below are classed into the

e first category includes measures of self-
n, self-confidence and self-assertiveness.

nk I'm a worthless human being."
cizes me unjustly, I defend myself."
hamed of his physical appearance."

*on.* This sub-category focuses on the individ-
school, teachers and other school personnel,
, and the process of education in general.

ects are boring and worthless."
y teachers."
aste of time."
erved littering and defacing school prem-
are tallied."

*l Control.* Measures of this sub-category are
whether the individual accepts responsibility
tions, or whether he believes that some exter-
le. External forces can include such concepts
ent, luck, and other people.

epends on who you know, not what you

a matter of luck, not intelligence."
e is not in control of his destiny."

## *NEEDS*

Although many needs have been postulated and investigated, only two of these were selected for emphasis in this survey. Measures of other needs were classified either in the primary category, Needs, or in some other suitable category; e.g., the need-achievement measures were classed as goal-setting behavior, and need-succorance as measures of dependence-independence.

*Need to Avoid Failure.* This sub-category focuses mainly on measures of risk-taking vs. cautiousness. The need to avoid failure involves attacking only those problems for which a successful solution is assured and planning one's actions carefully in order to avoid pitfalls. This category also includes measures of how fearful a person is of failure.

*Examples:*

"I worry more about getting a bad grade than I think about getting a good grade."

"I would rather do something at which I feel confident and relaxed than something which is challenging and difficult."

"Person exhibits a lot of 'daring'."

*Need for Feedback.* Assessment of this sub-category is according to whether or not the individual seeks reactions to, and evaluations of, his work, actions, thoughts, or feelings. Also included in this concept is the need for an observable product as the result of one's actions.

*Examples:*

"Is it hard for you to go on with your work if you are not encouraged?"

"When planning something, I like to get suggestions from other people whose opinions I respect."

## *INTERESTS*

This category contains two sub-categories.

*Vocational Interests.* Measures that indicate preference for a specific field of study, job, or type of job are included in this sub-category.

*Examples:*

"I would rather be a forest ranger than a scientist."

"I like to work with people; to help them."

"Applicant likes to do precise and detailed work."

*Avocational Interests.* This sub-category involves measures of preferences for hobbies and other types of recreation.

*Examples:*

"I enjoy going camping."

"I would rather read than play at sports."

"Your child has many hobbies, like collecting, reading, sports."

*VALUES*

The category of values focuses on questions involving a judgment of "should" or "ought," or indicating the personal importance of various generalized activities, objects, or attitudes. These questions are further classified by the specific values they emphasize. Measures of values other than the six designated were assigned to this general category.

*Theoretical-Academic Values.* This category focuses on the importance of knowledge, basic research, and truth for their own sake.

*Examples:*

"The main object of scientific research should be the discovery of truth rather than its practical applications."

"Applicant seems dedicated to truth over practicality."

*Economic-Practical Values.* This sub-category focuses on the importance of utility, pragmatism, material success, and the practical application of knowledge.

*Examples:*

"I prefer friends who are efficient, industrious, and practical-minded."

"Is a no-nonsense businessman."

*Aesthetic Values.* These values a
to such considerations as form, grac
emotional experiences.

*Examples:*

"If I had the time and money, I w
lection of fine sculptures or painti

"Has a discerning eye for things

*Social Values.* This sub-category
love for, and concern for the welfare o

*Examples:*

"I think the government should
money on the space program and
people."

"Applicant has other people's con

*Political Values.* The political va
the significance of political or persona
and encompasses judgments of the re
tical systems.

*Examples:*

"It is better to be important an
humble and honest."

"Applicant is a 'wheeler-dealer'."

*Religious Values.* This sub-cate
unity, and spiritual considerations.

*Example:*

"Churches should encourage spirit
of communication with the Highe

nger than a scientist."

o help them."

and detailed work."

sub-category involves measures
her types of recreation.

y at sports."

ies, like collecting, reading,

es on questions involving a judg-
dicating the personal importance
bjects, or attitudes. These ques-
specific values they emphasize.
he six designated were assigned

. This category focuses on the
esearch, and truth for their own

research should be the dis-
practical applications."

truth over practicality."

This sub-category focuses on the
, material success, and the prac-

nt, industrious, and practical-

minded."

"Is a no-nonsense businessman."

*Aesthetic Values.* These values attribute primary importance to such considerations as form, grace, beauty, and sensuous and emotional experiences.

*Examples:*

> "If I had the time and money, I would like to make a collection of fine sculptures or paintings."
>
> "Has a discerning eye for things of beauty."

*Social Values.* This sub-category focuses on the importance of love for, and concern for the welfare of, other people.

*Examples:*

> "I think the government should stop spending so much money on the space program and do more to help the poor people."
>
> "Applicant has other people's concerns in mind."

*Political Values.* The political value sub-category emphasizes the significance of political or personal power, influence and fame, and encompasses judgments of the relative merits of various political systems.

*Examples:*

> "It is better to be important and dishonest than to be humble and honest."
>
> "Applicant is a 'wheeler-dealer'."

*Religious Values.* This sub-category focuses on mysticism, unity, and spiritual considerations.

*Example:*

> "Churches should encourage spiritual worship and a sense of communication with the Highest."

The columns of Figure 9 represent the types of assessment devices that are utilized, or could be utilized, in assessing affective skills. The primary categorization is in terms of self-report, other-report, and behavioral measures.

## *REPORTS ABOUT SELF*

This is a class of measurement devices that derives information about the subject from the accounts of the subject himself. Also assigned to this category are tests which, objectively regarded, ask the examinee about characteristics of other people, but which yield an interpretation concerning characteristics of the examinee himself. An example of this type of item is "People talk about me behind my back." The examinee's response to this statement might be presumed to be a projection of his own behavior onto other people, or it might constitute an item of a "paranoia" scale (and would be included in the neuroticism-adjustment category). There are three sub-categories.

*Descriptive Reports.* This sub-category consists of inventories of the frequency or intensity of behaviors (operational accounts): of things I do or say, of feelings I feel, or of thoughts I think, involving minimal judgment or interpretation.

*Examples:*

"Each day I set my schedule for what I will accomplish."

"I always turn my homework in on time."

"Being told how good my work is just embarrasses me."

*Speculative Reports.* These are inventories or accounts of things I say I think I "would" do or feel or say, if certain conditions were true; they are personal estimates of probable responses.

*Examples:*

"I wouldn't daydream so much if life were more interesting."

"I could do without school."

"I would rather save a life than a work of art."

*Judgmental Reports.*
I say about me that do n
such as generalizations,
"shoulds."

*Examples:*

"I am a very shy perso

"I ought to work hard

"Basically, I am a hap

*REPORTS ABOUT OTH*

An instrument assign
information about an indiv
vidual himself. An employ
ers rate applicants along
quality of their job perfor

*Descriptive Reports.*
which require an individu
strictly behavioral terms.

*Examples:*

"Child bites nails and

"This employee regular
work is done."

*Speculations.* This sub
ulations or guesses about
certain situations. It focu
behaviors.

*Examples:*

"Would probably not fi

"Would work overtime

*Judgments.* This sub-

re 9 represent the types of assessment
r could be utilized, in assessing affective
rization is in terms of self-report, other-
asures.

*F*

surement devices that derives informa-
m the accounts of the subject himself.
ry are tests which, objectively regarded,
aracteristics of other people, but which
cerning characteristics of the examinee
s type of item is "People talk about me
ninee's response to this statement might
ection of his own behavior onto other
ute an item of a "paranoia" scale (and
euroticism-adjustment category). There

This sub-category consists of inventories
ty of behaviors (operational accounts):
ings I feel, or of thoughts I think, involv-
interpretation.

hedule for what I will accomplish."

ework in on time."

my work is just embarrasses me."

These are inventories or accounts of
ld" do or feel or say, if certain conditions
al estimates of probable responses.

o much if life were more interesting."

hool."

life than a work of art."

*Judgmental Reports.* These are devices that report things I say about me that do not have a specific behavioral reference, such as generalizations, evaluations, interpretations, labels, or "shoulds."

*Examples:*

"I am a very shy person."

"I ought to work harder at school."

"Basically, I am a happy person."

## *REPORTS ABOUT OTHERS*

An instrument assigned to this classification is one that elicits information about an individual from sources other than the individual himself. An employee interview schedule, in which employers rate applicants along dimensions potentially pertinent to the quality of their job performance, is an example.

*Descriptive Reports.* Items given this classification are those which require an individual to characterize another person in strictly behavioral terms.

*Examples:*

"Child bites nails and fidgets a lot."

"This employee regularly offers to help others when his own work is done."

*Speculations.* This sub-category focuses on respondents' speculations or guesses about what another person might say or do in certain situations. It focuses only on guesses about another's behaviors.

*Examples:*

"Would probably not fight even if goaded to it."

"Would work overtime rather than fail to complete the job."

*Judgments.* This sub-category focuses on judgments or ratings of behaviors or global characteristics. The respondent need not necessarily have observed the ratee's behaviors in order to make judgments.

*Examples:*

"Responsibility–High Medium Low."

"Child thinks very highly of self."

"Has deep need for affection."

*BEHAVIORAL MEASURES*

Behavioral measures are instruments used by on-the-spot observers to codify the behavior of those observed. The essential difference between this category and "Reports about Others" is that behavioral measures treat the subject immediately, rather than retrospectively. There are two sub-categories.

*Contrived Situation.* This sub-category is one in which contingencies are arranged in some standard way, and it is the subject's response to these special contingencies that is the object of measurement. The reader's attention is once again directed to the questionable ethical propriety of this type of assessment. Usually, but not always, contrived-situation measures utilize questionable procedures to obtain realistic assessments.

*Examples:*

A confederate of a hidden observer pretends to be very angry while giving commands, in order to evoke evidence of the subject's submissiveness (which is the variable measured under the artificial or simulated condition).

A child's interests are assessed by presenting the child with
a book and a paddle-ball and re
spent with each.

*Actual Situation.* In general,
manipulated especially for purposes
Most classroom observation instru
ation category, since their purpos
patterns of behavior and not even
measurement.

*Examples:*

Child is observed in classroom an
petitive behaviors, a tally of whi
the dimension of need achievem

Worker is observed daydreamin
period, a tally of which will repr
sion of neuroticism.

*The Tests of Affective Skills*

The parenthesized numerical e
number of measurement instrument
signed to each taxonomic category.
can see not only in which categorie
struments, but also in which catego
available. The remainder of this sec
VENTURE summary evaluations. T
but having secondary involvement
evaluated in the secondary category
all instruments with secondary in
these involvements. These notatio
secondarily listed (but not evaluat

racteristics. The respondent need
the ratee's behaviors in order to

Medium Low."

f self."

n."

instruments used by on-the-spot
r of those observed. The essential
ry and "Reports about Others" is
t the subject immediately, rather
two sub-categories.

sub-category is one in which con-
e standard way, and it is the sub-
contingencies that is the object of
ention is once again directed to the
f this type of assessment. Usually,
tion measures utilize questionable
ssessments.

observer pretends to be very
nds, in order to evoke evidence
ess (which is the variable mea-
simulated condition).

sed by presenting the child with

a book and a paddle-ball and recording the amount of time spent with each.

*Actual Situation.* In general, an actual situation is one not manipulated especially for purposes of the measurement procedure. Most classroom observation instruments fit into the Actual Situation category, since their purpose is usually to codify typical patterns of behavior and not events specific to the occasion of measurement.

*Examples:*

Child is observed in classroom and school activities for competitive behaviors, a tally of which will represent status on the dimension of need achievement.

Worker is observed daydreaming during breaks and lunch period, a tally of which will represent status on the dimension of neuroticism.

### *The Tests of Affective Skills*

The parenthesized numerical entries in Figure 9 indicate the number of measurement instruments identified, procured, and assigned to each taxonomic category. From these values, the reader can see not only in which categories there is a good supply of instruments, but also in which categories few or no instruments are available. The remainder of this section lists all the tests and their VENTURE summary evaluations. Tests assigned to one category, but having secondary involvement in another, are listed but not evaluated in the secondary category. In a complementary manner all instruments with secondary involvements have notations of these involvements. These notations indicate where the test is secondarily listed (but not evaluated).

AFFECTIVE SUMMA

| | HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellen |
|---|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0-13 | 0-10 |
| 11 | Personal Temperament: Self Description | | | | | | |
| | *EYSENCK PERSONALITY INVENTORY, FORM A*<br>*Extraversion* | | College & Adult | EITS | 7 | 12 | 7 |
| | *EYSENCK PERSONALITY INVENTORY, FORM B*<br>*Extraversion* | | College & Adult | EITS | 7 | 12 | 7 |
| | *HANDICAP PROBLEMS INVENTORY*<br>*Personal* | | Teenage & up | UBS | 8 | 11 | 4 |
| 12 | Personal Temperament: Self Speculation | | | | | | |
| | *THE PERSONAL AUDIT, FORM LL*<br>*Stability-Instability, Part V* | | High School & up | SRA | 5 | 10 | 4 |
| | *THE PERSONAL AUDIT, FORM LL*<br>*Steadiness-Emotionality, Part VII* | | High School & up | SRA | 6 | 10 | 4 |
| | *THE PERSONAL AUDIT, FORM LL*<br>*Tranquility-Irritability, Part III* | | High School & up | SRA | 6 | 9 | 4 |
| 13 | Personal Temperament: Self Judgment | | | | | | |
| | *EGO-STRENGTH Q-SORT TEST*<br>*Overall Ego Strength* | | 18 yrs. & up | PA | 4 | 8 | 0 |
| | *GUIDANCE INVENTORY* | 3B3 | High School | RPG | | | |
| | *PUBLIC OPINION QUESTIONNAIRE (ALIENATION SCALE)*<br>*Powerlessness* | | High School | DGD | 4 | 7 | 0 |
| | *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Self Actualization* | | High School | PEI | 6 | 12 | 3 |
| | *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor C (Emotional Stability)* | | 17 yrs. & up | IPAT | 7 | 10 | 4 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| elf Description | | | | | | | | | | | |
| *NTORY, FORM A* | | College & Adult | EITS | 7 | 12 | 7 | 4 | 8 | 4 | | PGFPGG |
| *NTORY, FORM B* | | College & Adult | EITS | 7 | 12 | 7 | 4 | 8 | 4 | | PGFPGG |
| *ORY* | | Teenage & up | UBS | 8 | 11 | 4 | 2 | 6 | 0 | | FGPPFP |
| elf Speculation | | | | | | | | | | | |
| *LL*<br>*ty, Part V* | | High School & up | SRA | 5 | 10 | 4 | 5 | 8 | 0 | | PFFFGP |
| *LL*<br>*lity, Part VII* | | High School & up | SRA | 6 | 10 | 4 | 6 | 8 | 0 | | PFPFGP |
| *LL*<br>*ility, Part III* | | High School & up | SRA | 6 | 9 | 4 | 5 | 8 | 0 | | PFPFGP |
| elf Judgment | | | | | | | | | | | |
| *h* | | 18 yrs. & up | PA | 4 | 8 | 0 | 1 | 3 | 0 | | PFPPPP |
| | 3B3 | High School | RPG | | | | | | | | |
| *AIRE (ALIENATION SCALE)* | | High School | DGD | 4 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| *Y (MARTIN)* | | High School | PEI | 6 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| *OR QUESTIONNAIRE, FORM A*<br>*Stability)* | | 17 yrs. & up | IPAT | 7 | 10 | 4 | 6 | 8 | 3 | | PFPFGF |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor N (Forthright vs. Shrewd)* | | 17 yrs. & up | IPAT | 7 |
| *SPECIFIC FEAR INDEX* | | GR 6 & up | RW | 1 |
| *WELSH FIGURE PREFERENCE TEST*<br>*CF Scale (Conformance)* | | 8 yrs. & up | CPP | 7 |
| 14 Personal Temperament: Description About Others | | | | |
| *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*Emotional* | | 5-8 yrs. | BMC | 4 |
| 15 Personal Temperament: Speculation About Others | | | | |
| *SOCIAL INSIGHT TEST* | | 14 yrs. & up | CPP | 5 |
| 16 Personal Temperament: Judgment About Others | | | | |
| *FIRST-GRADE ADJUSTMENT SCALE*<br>*Emotional Behavior* | | GR 1 | GRM | 7 |
| *PERSONALITY RATING SCALE* | | GR 4-12 | EETSA | 6 |
| *RUTGERS SOCIAL ATTRIBUTE INVENTORY* | | 16 yrs.-Adult | PA | 4 |
| 17 Personal Temperament: Contrived Behavioral Situation | | | | |
| 18 Personal Temperament: Actual Behavioral Situation | | | | |
| 1A1 Shyness-Boldness: Self Description | | | | |

## IMMARY TEST EVALUATIONS

| XONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *LITY FACTOR QUESTIONNAIRE, FORM A*<br>*(Forthright vs. Shrewd)* | | 17 yrs. & up | IPAT | 7 | 12 | 4 | 6 | 8 | 3 | | PGPFGF |
| *NDEX* | | GR 6 & up | RW | 1 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *REFERENCE TEST*<br>*(Conformance)* | | 8 yrs. & up | CPP | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| rament: Description About Others | | | | | | | | | | | |
| *MENT INVENTORY, DELTA FORM* | | 5-8 yrs. | BMC | 4 | 7 | 1 | 3 | 4 | 0 | * | PFPPFP |
| rament: Speculation About Others | | | | | | | | | | | |
| *TEST* | | 14 yrs. & up | CPP | 5 | 11 | 0 | 0 | 6 | 0 | | PGPPFP |
| rament: Judgment About Others | | | | | | | | | | | |
| *JUSTMENT SCALE*<br>*Behavior* | | GR 1 | GRM | 7 | 13 | 1 | 1 | 5 | 0 | | PGPPFP |
| *TING SCALE* | | GR 4-12 | EETSA | 6 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *ATTRIBUTE INVENTORY* | | 16 yrs.-Adult | PA | 4 | 9 | 0 | 1 | 7 | 0 | | PFPPGP |
| rament: Contrived Behavioral Situation | | | | | | | | | | | |
| rament: Actual Behavioral Situation | | | | | | | | | | | |
| s: Self Description | | | | | | | | | | | |

## AFFECTIVE SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *ADJUSTMENT INVENTORY, ADULT FORM*<br>*Social* | | 20-50 yrs. | CPP | 8 | 13 |
| *ADJUSTMENT INVENTORY, STUDENT FORM*<br>*Submissive* | | GR 9-16 | CPP | 8 | 13 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*W (Withdrawn-Sociable)* | | College & Adult | MMB | 3 | 12 |
| *COMREY PERSONALITY SCALES*<br>*E (Extraversion vs. Introversion)* | | College & Adult | EITS | 11 | 13 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Emotional-Individual* | | GR 3-6 | BMC | 0 | 6 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Ascendant-Withdrawing* | | est. GR 10-14 | PC | 8 | 12 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Sociable-Solitary* | | est. GR 10-14 | PC | 8 | 12 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Deference* | 4B1 | College & Adult | PC | | |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Dominance* | | College & Adult | PC | 7 | 12 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Exhibition* | | College & Adult | PC | 4 | 12 |
| *JUNIOR E.P.I. (EYSENCK PERSONALITY INVENTORY)*<br>*Extraversion* | | 7-16 yrs. | EITS | 9 | 13 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor E (Obedient vs. Assertive)* | | 12-18 yrs. | IPAT | 2 | 13 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor F (Sober vs. Enthusiastic)* | | 12-18 yrs. | IPAT | 4 | 13 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor H (Shy vs. Adventurous)* | | 12-18 yrs. | IPAT | 4 | 13 |

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ADULT FORM* | | 20-50 yrs. | CPP | 8 | 13 | 2 | 5 | 8 | 0 | | FGPFGP |
| *STUDENT FORM* | | GR 9-16 | CPP | 8 | 13 | 3 | 6 | 8 | 0 | | FGPFGP |
| *INVENTORY*<br>*able)* | | College & Adult | MMB | 3 | 12 | 5 | 3 | 8 | 0 | | PGFPGP |
| *LES*<br>*s. Introversion)* | | College & Adult | EITS | 11 | 13 | 3 | 3 | 8 | 0 | | FGPPGP |
| *ENTORY, GAMMA FORM*<br>*ual* | | GR 3-6 | BMC | 0 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| *ENT*<br>*ving* | | est. GR 10-14 | PC | 8 | 12 | 4 | 3 | 8 | 0 | | FGPPGP |
| *ENT* | | est. GR 10-14 | PC | 8 | 12 | 4 | 3 | 8 | 0 | | FGPPGP |
| *RENCE SCHEDULE* | 4B1 | College & Adult | PC | | | | | | | | |
| *RENCE SCHEDULE* | | College & Adult | PC | 7 | 12 | 6 | 5 | 7 | 0 | | PGFFGP |
| *RENCE SCHEDULE* | | College & Adult | PC | 4 | 12 | 5 | 5 | 7 | 0 | | PGFFGP |
| *PERSONALITY INVENTORY)* | | 7-16 yrs. | EITS | 9 | 13 | 1 | 1 | 8 | 0 | | FGPPGP |
| *OOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*t vs. Assertive)* | | 12-18 yrs. | IPAT | 2 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *OOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*s. Enthusiastic)* | | 12-18 yrs. | IPAT | 4 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *OOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Adventurous)* | | 12-18 yrs. | IPAT | 4 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-1 |
| *MAUDSLEY PERSONALITY INVENTORY*<br>*Extraversion* | | College | EITS | 11 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Leadership* | | High School | PC | 6 |
| *NEW JUNIOR MAUDSLEY INVENTORY*<br>*Extraversion* | | 9-16 yrs. | EITS | 7 |
| *NSQ (NEUROTICISM SCALE QUESTIONNAIRE)*<br>*Factor E (Submissive vs. Dominant)* | | Adolescent & Adult | IPAT | 3 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*SE (Social Extroversion)* | | College | PC | 7 |
| *PERSONALITY INVENTORY*<br>*B4-D (Dominance-Submission)* | | High School & up | CPP | 6 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*SOD (Social Distance)* | | Adult | MMB | 4 |
| 1A2 Shyness-Boldness: Self Speculation | | | | |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Obedient vs. Assertive* | | 6-8 yrs. | IPAT | 5 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Shy vs. Venturesome* | | 6-8 yrs. | IPAT | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Articulate* | | 18 yrs. & up | SRA | 5 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Assumes Responsibility* | | 18 yrs. & up | SRA | 8 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Enjoys Being the Center of Attention* | | 18 yrs. & up | SRA | 6 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Is A Leader* | | 18 yrs. & up | SRA | 8 |

## MARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ITY INVENTORY* | | College | EITS | 11 | 13 | 5 | 5 | 8 | 0 | | FGFFGP |
| *ING INVENTORY* | | High School | PC | 6 | 12 | 4 | 4 | 8 | 0 | | PGPPGP |
| *EY INVENTORY* | | 9-16 yrs. | EITS | 7 | 10 | 5 | 4 | 6 | 0 | | PFFPFP |
| *SCALE QUESTIONNAIRE)*<br>*omissive vs. Dominant)* | | Adolescent & Adult | IPAT | 3 | 12 | 2 | 3 | 7 | 0 | | PGPPGP |
| *ONALITY INVENTORY), FORM F*<br>*troversion)* | | College | PC | 7 | 13 | 5 | 4 | 8 | 0 | | PGFPGP |
| *TORY*<br>*ce-Submission)* | | High School & up | CPP | 6 | 11 | 2 | 4 | 7 | 0 | | PGPPGP |
| *DY OF PERSONALITY*<br>*istance)* | | Adult | MMB | 4 | 8 | 5 | 3 | 7 | 0 | | PFPPGP |
| Self Speculation | | | | | | | | | | | |
| *ONALITY QUESTIONNAIRE*<br>*Assertive* | | 6-8 yrs. | IPAT | 5 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| *ONALITY QUESTIONNAIRE*<br>*uresome* | | 6-8 yrs. | IPAT | 4 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| *TY INVENTORY* | | 18 yrs. & up | SRA | 5 | 11 | 3 | 4 | 8 | 0 | | PGPPGP |
| *TY INVENTORY*<br>*onsibility* | | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| *TY INVENTORY*<br>*the Center of Attention* | | 18 yrs. & up | SRA | 6 | 11 | 3 | 4 | 8 | 3 | | PGPPGF |
| *TY INVENTORY* | | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 | 8 | 3 | | FGPPGF |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellen |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Makes Friends Easily* | | 18 yrs. & up | SRA | 10 | 11 | 3 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Shy* | | 18 yrs. & up | SRA | 10 | 11 | 4 |
| *TEST OF SOCIAL INSIGHT, ADULT*<br>*Passivity* | | Adult | MMB | 4 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, ADULT*<br>*Withdrawal* | | Adult | MMB | 4 | 10 | 3 |
| *TEST OF SOCIAL INSIGHT, YOUTH*<br>*Passivity* | | 11-18 yrs. | MMB | 4 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, YOUTH*<br>*Withdrawal* | | 11-18 yrs. | MMB | 4 | 9 | 3 |
| 1A3 Shyness-Boldness: Self Judgment | | | | | | |
| *ADJECTIVE CHECKLIST*<br>*Ach (Achievement)* | 1F3 | College & Adult | CPP | | | |
| *ADJECTIVE CHECKLIST*<br>*Dom (Dominance)* | | College & Adult | CPP | 10 | 12 | 4 |
| *ADJECTIVE CHECKLIST*<br>*Exh (Exhibition)* | | College & Adult | CPP | 10 | 12 | 4 |
| *ADJECTIVE CHECKLIST*<br>*S-Cfd (Self-Confidence)* | | College & Adult | CPP | 9 | 12 | 4 |
| *BEHAVIORAL SELF-RATING FORM* | 3A3 | 18 yrs. & up | EB | | | |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Achievement Via Independence* | | 12 yrs.-Adult | CPP | 6 | 9 | 2 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Capacity for Status* | | 12 yrs. & up | CPP | 4 | 9 | 3 |

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TORY* | | 18 yrs. & up | SRA | 10 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| *TORY* | | 18 yrs. & up | SRA | 10 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *DULT* | | Adult | MMB | 4 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| *DULT* | | Adult | MMB | 4 | 10 | 3 | 5 | 7 | 0 | | PFPFGP |
| *UTH* | | 11-18 yrs. | MMB | 4 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| *UTH* | | 11-18 yrs. | MMB | 4 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| dgment | | | | | | | | | | | |
| | 1F3 | College & Adult | CPP | | | | | | | | |
| | | College & Adult | CPP | 10 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| | | College & Adult | CPP | 10 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *e)* | | College & Adult | CPP | 9 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *M* | 3A3 | 18 yrs. & up | EB | | | | | | | | |
| *INVENTORY*<br>*pendence* | | 12 yrs.-Adult | CPP | 6 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| *NVENTORY* | | 12 yrs. & up | CPP | 4 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Dominance* | | 12 yrs. & up | CPP | 5 | 9 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Sociability* | | 12 yrs. & up | CPP | 4 | 9 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Social Presence* | | 12 yrs. & up | CPP | 4 | 9 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Self-Reliance* | | Adult | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Withdrawing Tendencies* | | Adult | CTB | 7 | 10 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Self-Reliance* | | GR 4-8 | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Withdrawing Tendencies* | | GR 4-8 | CTB | 7 | 10 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Self-Reliance* | | GR 7-10 | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Withdrawing Tendencies* | | GR 7-10 | CTB | 7 | 10 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Self-Reliance* | | GR K-3 | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Withdrawing Tendencies* | | GR K-3 | CTB | 7 | 10 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Self-Reliance* | | GR 9-13 | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Withdrawing Tendencies* | | GR 9-13 | CTB | 7 | 10 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*E: Submissive vs. Dominant* | | 8-12 yrs. | IPAT | 3 | 10 |

## RY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *CAL INVENTORY* | | 12 yrs. & up | CPP | 5 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |
| *CAL INVENTORY* | | 12 yrs. & up | CPP | 4 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| *CAL INVENTORY* | | 12 yrs. & up | CPP | 4 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| *RSONALITY, ADULT, FORM AA* | | Adult | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *RSONALITY, ADULT, FORM AA*<br>*encies* | | Adult | CTB | 7 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| *RSONALITY, ELEMENTARY, FORM AA* | | GR 4-8 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *RSONALITY, ELEMENTARY, FORM AA*<br>*encies* | | GR 4-8 | CTB | 7 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| *RSONALITY, INTERMEDIATE, FORM AA* | | GR 7-10 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *RSONALITY, INTERMEDIATE, FORM AA*<br>*encies* | | GR 7-10 | CTB | 7 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| *RSONALITY, PRIMARY, FORM AA* | | GR K-3 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *RSONALITY, PRIMARY, FORM AA*<br>*encies* | | GR K-3 | CTB | 7 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| *RSONALITY, SECONDARY, FORM AA* | | GR 9-13 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *RSONALITY, SECONDARY, FORM AA*<br>*encies* | | GR 9-13 | CTB | 7 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| *NALITY QUESTIONNAIRE), FORM A*<br>*s. Dominant* | | 8-12 yrs. | IPAT | 3 | 10 | 4 | 4 | 7 | 4 | | PFPPGG |

AFFECTIVE SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*F: Sober vs. Enthusiastic* | | 8-12 yrs. | IPAT | 3 | 10 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*H: Shy vs. Venturesome* | | 8-12 yrs. | IPAT | 3 | 10 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*I: Tough-Minded vs. Tender-Minded* | | 8-12 yrs. | IPAT | 3 | 10 |
| *EMOTIONS PROFILE INDEX*<br>*Exploration* | | Adult | RP | 5 | 12 |
| *EMOTIONS PROFILE INDEX*<br>*Protection* | | Adult | RP | 5 | 12 |
| *GORDON PERSONAL PROFILE*<br>*Ascendance* | | High School & Adult | HBJ | 9 | 12 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 1: Anxious Considerateness vs. Debonair Sexual and General Uninhibitedness* | | est. 16 yrs. & up | IPAT | 3 | 8 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A 1963 ED.*<br>*Factor 7: Theatricalism vs. Cold Realism* | | est. 16 yrs. & up | IPAT | 2 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Acceptance of Self and Others*<br>*Others* | | est. 16 yrs.-Adult | MGH | 8 | 11 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Authoritarianism* | | High School & up | PEI | 7 | 12 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor E (Humble vs. Assertive)* | | 17 yrs. & up | IPAT | 9 | 11 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor F (Sober vs. Happy-go-Lucky)* | | 17 yrs. & up | IPAT | 7 | 11 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor H (Shy vs. Venturesome)* | | 17 yrs. & up | IPAT | 11 | 12 |
| *SURVEY OF INTERPERSONAL VALUES*<br>*Leadership* | | High School & Adult | SRA | 7 | 8 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *LITY QUESTIONNAIRE), FORM A*<br>*usiastic* | | 8-12 yrs. | IPAT | 3 | 10 | 4 | 4 | 7 | 4 | | PFPPGG |
| *LITY QUESTIONNAIRE), FORM A*<br>*esome* | | 8-12 yrs. | IPAT | 3 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| *LITY QUESTIONNAIRE), FORM A*<br>*. Tender-Minded* | | 8-12 yrs. | IPAT | 3 | 10 | 4 | 4 | 7 | 4 | | PFPPGG |
| | | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 | | PGPPGP |
| | | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 | | PGPPGP |
| | | High School & Adult | HBJ | 9 | 12 | 6 | 6 | 8 | 0 | | FGFFGP |
| *NALITY, FORM A, 1963 ED.*<br>*Considerateness vs. Debonair Sexual and*<br>*edness* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *NALITY, FORM A 1963 ED.*<br>*ealism vs. Cold Realism* | | est. 16 yrs. & up | IPAT | 2 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *NT OF ATTITUDES*<br>*and Others* | | est. 16 yrs.-Adult | MGH | 8 | 11 | 0 | 2 | 7 | 0 | | FGPPGP |
| *Y (MARTIN)* | | High School & up | PEI | 7 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| *OR QUESTIONNAIRE, FORM A*<br>*. Assertive)* | | 17 yrs. & up | IPAT | 9 | 11 | 5 | 6 | 8 | 3 | | FGFFGF |
| *OR QUESTIONNAIRE, FORM A*<br>*Happy-go-Lucky)* | | 17 yrs. & up | IPAT | 7 | 11 | 4 | 6 | 8 | 3 | | PGPFGF |
| *OR QUESTIONNAIRE, FORM A*<br>*enturesome)* | | 17 yrs. & up | IPAT | 11 | 12 | 6 | 6 | 8 | 4 | | FGFFGG |
| *VALUES* | | High School & Adult | SRA | 7 | 8 | 5 | 7 | 6 | 0 | | PFFFFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SURVEY OF PERSONAL ATTITUDE*<br>*Aggressive* | | 18 yrs. & up | PRA | 7 | 12 |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Dominant* | | 16 yrs. & up | SRA | 5 | 13 |
| *TRAIT EVALUATION INDEX*<br>*Self Confidence* | | College | MMB | 7 | 12 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Decisiveness* | | Adult | PA | 4 | 8 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Dominance* | | Adult | PA | 6 | 8 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Introversion* | | Adult | PA | 4 | 8 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Self-Confidence* | | Adult | PA | 8 | 8 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Toughness* | | Adult | PA | 4 | 8 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Enterprising Scale* | | High School & up | CPP | 5 | 12 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Realistic Scale* | | High School & up | CPP | 5 | 12 |
| *A WEIGHTED-SCORE LIKABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | |
| *WLW PERSONAL ATTITUDE INVENTORY, 5th ED.*<br>*Aggressiveness* | | Adult | PGP | 5 | 10 |
| 1A4 Shyness-Boldness: Description About Others | | | | | |
| *BRISTOL SOCIAL-ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Unforthcomingness* | | 5-16 yrs. | EITS | 6 | 10 |

RY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TUDE* | | 18 yrs. & up | PRA | 7 | 12 | 4 | 2 | 5 | 0 | | PGPPFP |
| *CHEDULE* | | 16 yrs. & up | SRA | 5 | 13 | 4 | 5 | 7 | 0 | | PGPFGP |
| | | College | MMB | 7 | 12 | 5 | 2 | 6 | 0 | | PGFPFP |
| *LITY INVENTORY* | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *LITY INVENTORY* | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *LITY INVENTORY* | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *LITY INVENTORY* | | Adult | PA | 8 | 8 | 3 | 3 | 7 | 0 | | FFPPGP |
| *LITY INVENTORY* | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *INVENTORY* | | High School & up | CPP | 5 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *INVENTORY* | | High School & up | CPP | 5 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *LITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | | | | | | | |
| *INVENTORY, 5th ED.* | | Adult | PGP | 5 | 10 | 4 | 4 | 6 | 0 | | PFPPFP |
| cription About Others | | | | | | | | | | | |
| *NT GUIDES, BOY AND GIRL FORMS* | | 5-16 yrs. | EITS | 6 | 10 | 3 | 2 | 5 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Withdrawal* | | 5-16 yrs. | EITS | 4 | 9 | 3 |
| 1A5 Shyness-Boldness: Speculation About Others | | | | | | |
| 1A6 Shyness-Boldness: Judgment About Others | | | | | | |
| *A COURTSHIP ANALYSIS*<br>*Adaptability* | | est. Adult | FLP | 5 | 9 | 0 |
| 1A7 Shyness-Boldness: Contrived Behavioral Situation | | | | | | |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 4 (Tough Sociability vs. Tenderminded Individuality)* | | Young Adult & Adult | IPAT | 5 | 10 | 4 |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 5 (Introspectiveness vs. Social Contact)* | | Young Adult & Adult | IPAT | 5 | 10 | 4 |
| 1A8 Shyness-Boldness: Actual Behavioral Situation | | | | | | |
| 1B1 Neuroticism-Adjustment: Self Description | | | | | | |
| *ADJUSTMENT INVENTORY, ADULT FORM*<br>*Emotional* | | 20-50 yrs. | CPP | 8 | 13 | 2 |
| *ADJUSTMENT INVENTORY, STUDENT FORM*<br>*Emotionality* | | GR 9-16 | CPP | 8 | 13 | 3 |
| *ANXIETY DIFFERENTIAL* | | Adult | TRH | 6 | 13 | 3 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*A (Anxious-Relaxed)* | | College & Adult | MMB | 1 | 12 | 5 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*T (Total Adjustment)* | | College & Adult | MMB | 5 | 12 | 5 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *T GUIDES, BOY AND GIRL FORMS* |  | 5-16 yrs. | EITS | 4 | 9 | 3 | 2 | 5 | 0 |  | PFPPFP |
| lation About Others |  |  |  |  |  |  |  |  |  |  |  |
| ent About Others |  |  |  |  |  |  |  |  |  |  |  |
|  |  | est. Adult | FLP | 5 | 9 | 0 | 0 | 8 | 0 |  | PFPPGP |
| ived Behavioral Situation |  |  |  |  |  |  |  |  |  |  |  |
| *FORM A*<br>*ability vs. Tenderminded Individuality)* |  | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 3 |  | PFPPFF |
| *FORM A*<br>*iveness vs. Social Contact)* |  | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 |  | PFPPFF |
| l Behavioral Situation |  |  |  |  |  |  |  |  |  |  |  |
| Self Description |  |  |  |  |  |  |  |  |  |  |  |
| *ULT FORM* |  | 20-50 yrs. | CPP | 8 | 13 | 2 | 5 | 8 | 0 |  | FGPFGP |
| *UDENT FORM* |  | GR 9-16 | CPP | 8 | 13 | 3 | 6 | 8 | 0 |  | FGPFGP |
|  |  | Adult | TRH | 6 | 13 | 3 | 2 | 7 | 0 |  | PGPPGP |
| *NVENTORY* |  | College & Adult | MMB | 1 | 12 | 5 | 3 | 8 | 0 |  | PGFPGP |
| *NVENTORY* |  | College & Adult | MMB | 5 | 12 | 5 | 3 | 8 | 0 |  | PGFPGP |

## 10 —— AFFECTIVE SUMMARY TEST EVALUATIONS

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *BIOGRAPHICAL INVENTORY (TAYLOR MANIFEST ANXIETY SCALE)* | | College & Adult | JTS | 10 |
| *CHILDREN'S MANIFEST ANXIETY SCALE* | | GR 4-6 | AC | 9 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Mental Health* | | College | CPP | 6 |
| *COMREY PERSONALITY SCALES*<br>*S (Emotional Stability vs. Neuroticism)* | | College & Adult | EITS | 11 |
| *DEPRESSION ADJECTIVE CHECKLISTS, FORM A* | | GR 8-Adult | EITS | 9 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Cheerful-Gloomy* | | est. GR 10-14 | PC | 6 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Placid-Irritable* | | est. GR 10-14 | PC | 6 |
| *EMO (EMOTIONAL HEALTH) QUESTIONNAIRE* | | Adult | IRC | 11 |
| *EYSENCK PERSONALITY INVENTORY, FORM A*<br>*Neuroticism* | | College & Adult | EITS | 12 |
| *EYSENCK PERSONALITY INVENTORY, FORM B*<br>*Neuroticism* | | College & Adult | EITS | 12 |
| *F1 (FLUENCY) OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 |
| *JUNIOR E.P.I. (EYSENCK PERSONALITY INVENTORY)*<br>*Neuroticism* | | 7-16 yrs. | EITS | 9 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor C (Unstable vs. Stable)* | | 12-18 yrs. | IPAT | 4 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor O (Self-Assured vs. Apprehensive)* | | 12-18 yrs. | IPAT | 4 |

## SUMMARY TEST EVALUATIONS

| TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *L INVENTORY (TAYLOR MANIFEST ANXIETY SCALE)* | | College & Adult | JTS | 10 | 12 | 5 | 2 | 6 | 0 | | FGFPFP |
| *MANIFEST ANXIETY SCALE* | | GR 4-6 | AC | 9 | 11 | 5 | 3 | 5 | 0 | | FGFPFP |
| *ENTORY OF ACADEMIC ADJUSTMENT*<br>*Health* | | College | CPP | 6 | 12 | 5 | 3 | 7 | 0 | | PGFPGP |
| *ONALITY SCALES*<br>*tional Stability vs. Neuroticism)* | | College & Adult | EITS | 11 | 13 | 3 | 3 | 8 | 0 | | FGPPGP |
| *ADJECTIVE CHECKLISTS, FORM A* | | GR 8-Adult | EITS | 9 | 13 | 5 | 7 | 7 | 4 | | FGFFGG |
| *OF TEMPERAMENT*<br>*l-Gloomy* | | est. GR 10-14 | PC | 6 | 12 | 3 | 3 | 8 | 0 | | PGPPGP |
| *OF TEMPERAMENT*<br>*-Irritable* | | est. GR 10-14 | PC | 6 | 12 | 4 | 3 | 8 | 0 | | PGPPGP |
| *NAL HEALTH) QUESTIONNAIRE* | | Adult | IRC | 11 | 11 | 3 | 5 | 5 | 0 | | FGPFFP |
| *SONALITY INVENTORY, FORM A*<br>*icism* | | College & Adult | EITS | 12 | 12 | 8 | 5 | 8 | 4 | | GGGFGG |
| *SONALITY INVENTORY, FORM B*<br>*icism* | | College & Adult | EITS | 12 | 12 | 8 | 4 | 8 | 4 | | GGGPGG |
| *OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *I. (EYSENCK PERSONALITY INVENTORY)*<br>*icism* | | 7-16 yrs. | EITS | 9 | 13 | 2 | 1 | 8 | 0 | | FGPPGP |
| *Q (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*C (Unstable vs. Stable)* | | 12-18 yrs. | IPAT | 4 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *Q (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*O (Self-Assured vs. Apprehensive)* | | 12-18 yrs. | IPAT | 4 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |

AFFECTIVE SUMMARY

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor Q4 (Relaxed vs. Tense)* | | 12-18 yrs. | IPAT | 2 | 13 | 3 |
| *MARTIN S-D (SUICIDE-DEPRESSION) INVENTORY* | | GR 5 & up | PEI | 7 | 13 | 3 |
| *MAUDSLEY PERSONALITY INVENTORY*<br>*Neuroticism* | | College | EITS | 11 | 13 | 6 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Adjustment to Reality* | | GR 9-12 | PC | 9 | 12 | 4 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Emotional Stability* | | GR 9-12 | PC | 10 | 12 | 5 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Mood* | | GR 9-12 | PC | 10 | 12 | 4 |
| *MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, FORM R*<br>*Depression* | | 16-55 yrs. | PC | 9 | 11 | 4 |
| *MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, FORM R*<br>*Hypomania* | | 16-55 yrs. | PC | 9 | 11 | 4 |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*PPR (Personal-Psychological Relations)* | | College | PC | 7 | 13 | 0 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*PPR (Personal-Psychological Relations)* | | GR 10-12 | PC | 7 | 13 | 0 |
| *MOONEY PROBLEM CHECKLIST, FORM J*<br>*SC (Self-Centered Concerns)* | | GR 7-9 | PC | 7 | 13 | 0 |
| *MULTIPLE AFFECT ADJECTIVE CHECKLIST*<br>*Anxiety* | | College & Adult | EITS | 7 | 13 | 1 |
| *MULTIPLE AFFECT ADJECTIVE CHECKLIST*<br>*Depression* | | College & Adult | EITS | 7 | 13 | 1 |
| *NEW JUNIOR MAUDSLEY INVENTORY*<br>*Neuroticism* | | 9-16 yrs. | EITS | 9 | 10 | 4 |

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| PERSONALITY QUESTIONNAIRE), FORM A<br>s. Tense) | | 12-18 yrs. | IPAT | 2 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| SSION) INVENTORY | | GR 5 & up | PEI | 7 | 13 | 3 | 3 | 8 | 0 | | PGPPGP |
| NTORY | | College | EITS | 11 | 13 | 6 | 5 | 8 | 0 | | FGFFGP |
| NTORY | | GR 9-12 | PC | 9 | 12 | 4 | 4 | 8 | 0 | | FGPPGP |
| NTORY | | GR 9-12 | PC | 10 | 12 | 5 | 4 | 8 | 0 | | FGFPGP |
| NTORY | | GR 9-12 | PC | 10 | 12 | 4 | 4 | 8 | 0 | | FGPPGP |
| ONALITY INVENTORY, FORM R | | 16-55 yrs. | PC | 9 | 11 | 4 | 2 | 6 | 3 | | FGPPFF |
| SONALITY INVENTORY, FORM R | | 16-55 yrs. | PC | 9 | 11 | 4 | 2 | 6 | 3 | | PGPPFF |
| FORM C<br>ogical Relations) | | College | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| FORM H<br>ogical Relations) | | GR 10-12 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| FORM J<br>cerns) | | GR 7-9 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| CHECKLIST | | College & Adult | EITS | 7 | 13 | 1 | 5 | 8 | 0 | | PGPFGP |
| CHECKLIST | | College & Adult | EITS | 7 | 13 | 1 | 4 | 8 | 0 | | PGPPGP |
| ORY | | 9-16 yrs. | EITS | 9 | 10 | 4 | 5 | 6 | 0 | | FFPFFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *NSQ (NEUROTICISM SCALE QUESTIONNAIRE)*<br>*Factor An (Anxious vs. Relaxed)* | | Adolescent & Adult | IPAT | 3 |
| *NSQ (NEUROTICISM SCALE QUESTIONNAIRE)*<br>*Factor F (Depressed vs. Cheerful)* | | Adolescent & Adult | IPAT | 1 |
| *NSQ (NEUROTICISM SCALE QUESTIONNAIRE)*<br>*Total Score* | | Adolescent & Adult | IPAT | 1 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*AL (Anxiety Level)* | | College | PC | 11 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*PI (Personal Integration)* | | College | PC | 9 |
| *P.A. (PERSONAL ADJUSTMENT) INVENTORY*<br>*Family Relationships* | | 9-13 yrs. | AP | 5 |
| *THE PERSONAL AUDIT, FORM LL*<br>*Contentment-Worry* | | High School & up | SRA | 6 |
| *PERSONALITY INVENTORY*<br>*B1-N (Neurotic Tendency)* | | High School & up | CPP | 4 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Anx (Anxiety)* | | Adult | MMB | 6 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Dep (Depression)* | | Adult | MMB | 6 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Hyp (Hypochondriasis)* | | Adult | MMB | 6 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Rep (Repression)* | | Adult | MMB | 4 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Rigidity-Dogmatism* | | High School | PEI | 5 |
| *SOCIAL DESIRABILITY SCALE* | 2A1 | est. 15 yrs.-Adult | | |

MMARY TEST EVALUATIONS

| XONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *SCALE QUESTIONNAIRE)*<br>*Anxious vs. Relaxed)* | | Adolescent & Adult | IPAT | 3 | 12 | 2 | 3 | 7 | 0 | | PGPPGP |
| *SCALE QUESTIONNAIRE)*<br>*epressed vs. Cheerful)* | | Adolescent & Adult | IPAT | 1 | 12 | 2 | 3 | 7 | 0 | | PGPPGP |
| *SCALE QUESTIONNAIRE)* | | Adolescent & Adult | IPAT | 1 | 12 | 2 | 3 | 7 | 0 | | PGPPGP |
| *SONALITY INVENTORY), FORM F*<br>*Level)* | | College | PC | 11 | 13 | 4 | 4 | 8 | 0 | | FGPPGP |
| *SONALITY INVENTORY), FORM F*<br>*l Integration)* | | College | PC | 9 | 13 | 5 | 4 | 8 | 0 | | FGFPGP |
| *DJUSTMENT) INVENTORY*<br>*tionships* | | 9-13 yrs. | AP | 5 | 7 | 1 | 2 | 6 | 0 | | PFPPFP |
| *IT, FORM LL*<br>*-Worry* | | High School & up | SRA | 6 | 9 | 4 | 5 | 8 | 0 | | PFFFGP |
| *NTORY*<br>*tic Tendency)* | | High School & up | CPP | 4 | 11 | 2 | 4 | 7 | 0 | | PGPPGP |
| *TUDY OF PERSONALITY*<br>*y)* | | Adult | MMB | 6 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *TUDY OF PERSONALITY*<br>*sion)* | | Adult | MMB | 6 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *TUDY OF PERSONALITY*<br>*hondriasis)* | | Adult | MMB | 6 | 8 | 5 | 3 | 7 | 0 | | PFFPGP |
| *TUDY OF PERSONALITY*<br>*sion)* | | Adult | MMB | 4 | 8 | 5 | 3 | 7 | 0 | | PFFPGP |
| *INVENTORY (MARTIN)*<br>*ogmatism* | | High School | PEI | 5 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| *LITY SCALE* | 2A1 | est. 15 yrs.-Adult | | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *STATE-TRAIT ANXIETY INVENTORY, FORM X-1*<br>*A-State (Anxiety-State)* | | GR 5 & up | CPP | 7 | 12 |
| *STATE-TRAIT ANXIETY INVENTORY, FORM X-2*<br>*A-Trait (Anxiety-Trait)* | | GR 5 & up | CPP | 7 | 12 |
| *STS YOUTH INVENTORY, FORM G*<br>*About Myself* | | GR 7-12 | STS | 6 | 13 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need VIII: Need for Understanding* | | GR 3 & up | MES | 4 | 6 |
| *WELSH FIGURE PREFERENCE TEST*<br>*Neuropsychiatric* | | 8 yrs. & up | CPP | 7 | 8 |
| 1B2 Neuroticism-Adjustment: Self Speculation | | | | | |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Affected by Feelings-Emotionally Stable* | | 6-8 yrs. | IPAT | 5 | 11 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Phlegmatic vs. Excitable* | | 6-8 yrs. | IPAT | 4 | 11 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Placid vs. Apprehensive* | | 6-8 yrs. | IPAT | 3 | 11 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Relaxed vs. Tense* | | 6-8 yrs. | IPAT | 2 | 11 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Vigorous vs. Doubting* | | 6-8 yrs. | IPAT | 2 | 11 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Becomes Angry* | 2B2 | 18 yrs. & up | SRA | | |
| *EDWARDS PERSONALITY INVENTORY*<br>*Carefree* | | 18 yrs. & up | SRA | 6 | 11 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Understanding Himself* | | 18 yrs. & up | SRA | 10 | 11 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| RY, FORM X-1<br>) | | GR 5 & up | CPP | 7 | 12 | 4 | 2 | 7 | 0 | | PGPPGP |
| RY, FORM X-2<br>) | | GR 5 & up | CPP | 7 | 12 | 3 | 2 | 7 | 0 | | PGPPGP |
| | | GR 7-12 | STS | 6 | 13 | 4 | 6 | 7 | 0 | | PGPFGP |
| RM A<br>nderstanding | | GR 3 & up | MES | 4 | 6 | 0 | 2 | 5 | 0 | | PFPPFP |
| T | | 8 yrs. & up | CPP | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| lf Speculation | | | | | | | | | | | |
| ESTIONNAIRE<br>motionally Stable | | 6-8 yrs. | IPAT | 5 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| ESTIONNAIRE<br>le | | 6-8 yrs. | IPAT | 4 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| ESTIONNAIRE<br>e | | 6-8 yrs. | IPAT | 3 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| ESTIONNAIRE | | 6-8 yrs. | IPAT | 2 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| ESTIONNAIRE | | 6-8 yrs. | IPAT | 2 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| RY | 2B2 | 18 yrs. & up | SRA | | | | | | | | |
| RY | | 18 yrs. & up | SRA | 6 | 11 | 3 | 4 | 8 | 3 | | PGPPGF |
| RY | | 18 yrs. & up | SRA | 10 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Worries About Making A Good Impression on Others* | | 18 yrs. & up | SRA | 6 |
| 1B3 Neuroticism-Adjustment: Self Judgment | | | | |
| *ADJECTIVE CHECKLIST*<br>*Aba (Abasement)* | | College & Adult | CPP | 8 |
| *ADJECTIVE CHECKLIST*<br>*Crs (Counseling Readiness)* | | College & Adult | CPP | 8 |
| *ADJECTIVE CHECKLIST*<br>*PerAdj (Personal Adjustment)* | | College & Adult | CPP | 8 |
| *BEHAVIORAL SELF-RATING FORM* | 3A3 | 18 yrs. & up | EB | |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Sense of Well-Being* | | 12 yrs. & up | CPP | 5 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Nervous Symptoms* | | Adult | CTB | 5 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Nervous Symptoms* | | GR 4-7 | CTB | 4 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Nervous Symptoms* | | GR 7-10 | CTB | 4 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Nervous Symptoms* | | GR K-3 | CTB | 3 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Nervous Symptoms* | | GR 9-College | CTB | 5 |
| *COMPOSITE EMOTIONAL MATURITY SCALE* | 1B6 | est. 16 yrs- Adult | MGH | 8 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*C: Emotionally Unstable vs. Mature* | | 8-12 yrs. | IPAT | 5 |

IARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *INVENTORY*<br>*Making A Good Impression on Others* | | 18 yrs. & up | SRA | 6 | 11 | 4 | 4 | 8 | 3 | | PGPPGF |
| ent: Self Judgment | | | | | | | | | | | |
| *)* | | College & Adult | CPP | 8 | 12 | 3 | 1 | 7 | 0 | | FGPPGP |
| *Readiness)* | | College & Adult | CPP | 8 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *l Adjustment)* | | College & Adult | CPP | 8 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *ING FORM* | 3A3 | 18 yrs. & up | EB | | | | | | | | |
| *GICAL INVENTORY*<br>*Being* | | 12 yrs. & up | CPP | 5 | 9 | 4 | 6 | 6 | 0 | | PFPFFP |
| *PERSONALITY, ADULT, FORM AA*<br>*ms* | | Adult | CTB | 5 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |
| *PERSONALITY, ELEMENTARY, FORM AA*<br>*ms* | | GR 4-7 | CTB | 4 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |
| *PERSONALITY, INTERMEDIATE, FORM AA*<br>*ms* | | GR 7-10 | CTB | 4 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |
| *PERSONALITY, PRIMARY, FORM AA*<br>*ms* | | GR K-3 | CTB | 3 | 6 | 3 | 5 | 7 | 4 | | PFPFGG |
| *PERSONALITY, SECONDARY, FORM AA*<br>*ms* | | GR 9-College | CTB | 5 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |
| *MATURITY SCALE* | 1B6 | est. 16 yrs- Adult | MGH | 8 | 12 | 1 | 3 | 7 | 0 | | FGPPGP |
| *SONALITY QUESTIONNAIRE), FORM A*<br>*Unstable vs. Mature* | | 8-12 yrs. | IPAT | 5 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |

AFFECTIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*D: Phlegmatic vs. Excitable* | | 8-12 yrs. | IPAT | 2 | 10 | 3 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*O: Complacent vs. Self-Reproaching* | | 8-12 yrs. | IPAT | 5 | 10 | 3 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*Q4: Relaxed vs. Tense* | | 8-12 yrs. | IPAT | 3 | 10 | 3 |
| *EGO STRENGTH Q-SORT TEST*<br>*Good Mental Health* | | 18 yrs. & up | PA | 3 | 8 | 0 |
| *EGO STRENGTH SCALE*<br>*Ego Strength* | | Adult | HMLI | 5 | 11 | 2 |
| *EMOTIONS PROFILE INDEX*<br>*Deprivation* | | Adult | RP | 5 | 12 | 4 |
| *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Anxiety-Tension-Stress* | | 15 yrs. & up | WPS | 6 | 11 | 0 |
| *GORDON PERSONAL PROFILE*<br>*Emotional Stability* | | High School & Adult | HBJ | 8 | 12 | 6 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Dejection* | | GR 9 & up | EAC | 7 | 10 | 4 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Emotional Control* | | GR 9 & up | EAC | 9 | 11 | 3 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*General Morale* | | GR 9 & up | EAC | 6 | 10 | 2 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Nervousness* | | GR 9 & up | EAC | 7 | 10 | 5 |
| *IPAT ANXIETY SCALE QUESTIONNAIRE* | | 14 yrs. & up | IPAT | 8 | 9 | 5 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED*<br>*Factor 9: Damaging Retort vs. Unexpected, Offbeat Humor* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| STIONNAIRE), FORM A<br>le | | 8-12 yrs. | IPAT | 2 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| STIONNAIRE), FORM A<br>proaching | | 8-12 yrs. | IPAT | 5 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| STIONNAIRE), FORM A | | 8-12 yrs. | IPAT | 3 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| | | 18 yrs. & up | PA | 3 | 8 | 0 | 1 | 3 | 0 | | PFPPPP |
| | | Adult | HMLI | 5 | 11 | 2 | 1 | 7 | 0 | | PGPPGP |
| | | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 | | PGPPGP |
| LUATION TEST | | 15 yrs. & up | WPS | 6 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| | | High School & Adult | HBJ | 8 | 12 | 6 | 6 | 8 | 0 | | FGFFGP |
| FORM NE-21 | | GR 9 & up | EAC | 7 | 10 | 4 | 2 | 7 | 0 | | PFPPGP |
| FORM NE-21 | | GR 9 & up | EAC | 9 | 11 | 3 | 2 | 7 | 0 | | PGPPGP |
| FORM NE-21 | | GR 9 & up | EAC | 6 | 10 | 2 | 2 | 7 | 0 | | PFPPGP |
| FORM NE-21 | | GR 9 & up | EAC | 7 | 10 | 5 | 2 | 7 | 0 | | PFFPGP |
| E | | 14 yrs. & up | IPAT | 8 | 9 | 5 | 5 | 7 | 0 | | FFPFGP |
| FORM A, 1963 ED<br>. Unexpected, Offbeat Humor | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| *IPAT 8-PARALLEL-FORM ANXIETY BATTERY, FORM A*<br>*Annoyances* | | 16 yrs. & up | IPAT | 5 | 1 |
| *IPAT 8-PARALLEL-FORM ANXIETY BATTERY, FORM A*<br>*Checklist* | | 16 yrs. & up | IPAT | 3 | 1 |
| *IPAT 8-PARALLEL-FORM ANXIETY BATTERY, FORM A*<br>*Do You Sometimes?* | | 16 yrs. & up | IPAT | 4 | 1 |
| *IPAT 8-PARALLEL-FORM ANXIETY BATTERY, FORM A*<br>*Embarrassing Circumstances* | | 16 yrs. & up | IPAT | 5 | 1 |
| *IPAT 8-PARALLEL-FORM ANXIETY BATTERY, FORM A*<br>*Questions* | | 16 yrs. & up | IPAT | 3 | 1 |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*241-G: Common Annoyances* | | 14 yrs. & up | IPAT | 5 | |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*242-G: Do You Sometimes* | | 14 yrs. & up | IPAT | 4 | |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*249-G: Embarrassing Circumstances* | | 14 yrs. & up | IPAT | 7 | 1 |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*245-G: Friends* | | 14 yrs. & up | IPAT | 1 | |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*Total* | | 14 yrs. & up | IPAT | 5 | |
| *PRE-EXAMINATION QUESTIONNAIRE* | | Junior High & up | LWM | 6 | 1 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Anxiety* | | High School & up | PEI | 7 | 1 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Consistency* | | High School & up | PEI | 6 | 1 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Depression* | | High School | PEI | 6 | 1 |

RY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| NXIETY BATTERY, FORM A | | 16 yrs. & up | IPAT | 5 | 10 | 1 | 1 | 7 | 5 | | PFPPGG |
| NXIETY BATTERY, FORM A | | 16 yrs. & up | IPAT | 3 | 10 | 1 | 1 | 7 | 5 | | PFPPGG |
| NXIETY BATTERY, FORM A | | 16 yrs. & up | IPAT | 4 | 10 | 1 | 1 | 7 | 5 | | PFPPGG |
| NXIETY BATTERY, FORM A<br>umstances | | 16 yrs. & up | IPAT | 5 | 10 | 1 | 1 | 7 | 5 | | PFPPGG |
| NXIETY BATTERY, FORM A | | 16 yrs. & up | IPAT | 3 | 10 | 1 | 1 | 7 | 5 | | PFPPGG |
| ) ANXIETY BATTERY, 1959-60 REV.<br>oyances | | 14 yrs. & up | IPAT | 5 | 9 | 5 | 7 | 7 | 2 | | PFFFGF |
| ) ANXIETY BATTERY, 1959-60 REV.<br>etimes | | 14 yrs. & up | IPAT | 4 | 9 | 5 | 7 | 7 | 2 | | PFFFGF |
| ) ANXIETY BATTERY, 1959-60 REV.<br>ng Circumstances | | 14 yrs. & up | IPAT | 7 | 10 | 5 | 7 | 7 | 2 | | PFFFGF |
| ) ANXIETY BATTERY, 1959-60 REV. | | 14 yrs. & up | IPAT | 1 | 8 | 2 | 7 | 7 | 2 | | PFPFGF |
| ) ANXIETY BATTERY, 1959-60 REV. | | 14 yrs. & up | IPAT | 5 | 9 | 6 | 6 | 6 | 2 | | PFFFFF |
| ONNAIRE | | Junior High & up | LWM | 6 | 11 | 0 | 0 | 5 | 0 | | PGPPFP |
| ORY (MARTIN) | | High School & up | PEI | 7 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| ORY (MARTIN) | | High School & up | PEI | 6 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| ORY (MARTIN) | | High School | PEI | 6 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*General Maladjustment* | | High School | PEI | 8 | 12 | 3 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Paranoia* | | High School | PEI | 6 | 12 | 3 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Uncommon Response* | | High School | PEI | 6 | 12 | 3 |
| *S-IDENT (SELF-IDENTIFICATION) FORM* | 1E3<br>2B3 | 18 yrs. & up | EB | 3 | 10 | 1 |
| *S-I (SECURITY-INSECURITY) INVENTORY* | | Adult | CPP | 9 | 11 | 5 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor O (Placid vs. Apprehensive)* | | 17 yrs. & up | IPAT | 7 | 12 | 4 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor Q4 (Relaxed vs. Tense)* | | 17 yrs. & up | IPAT | 9 | 12 | 4 |
| *TEST ANXIETY SCALE FOR CHILDREN* | | GR 2-6 | SF | 8 | 11 | 1 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Enthusiasm* | | Adult | PA | 6 | 8 | 3 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Industriousness* | | Adult | PA | 4 | 8 | 3 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Self-Control* | | Adult | PA | 8 | 8 | 3 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Solemnity* | | Adult | PA | 2 | 8 | 3 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need IV: Freedom From Anxiety* | | GR 3 & up | MES | 2 | 6 | 0 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need VI: Freedom From Guilt* | | GR 3 & up | MES | 4 | 6 | 0 |

| CATEGORY E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| N) | | High School | PEI | 8 | 12 | 3 | 4 | 7 | 0 | | FGPPGP |
| N) | | High School | PEI | 6 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| N) | | High School | PEI | 6 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| RM | 1E3<br>2B3 | 18 yrs. & up | EB | 3 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| ORY | | Adult | CPP | 9 | 11 | 5 | 1 | 7 | 0 | | FGFPGP |
| IONNAIRE, FORM A<br>nsive) | | 17 yrs. & up | IPAT | 7 | 12 | 4 | 6 | 8 | 3 | | PGPFGF |
| IONNAIRE, FORM A<br>) | | 17 yrs. & up | IPAT | 9 | 12 | 4 | 6 | 8 | 3 | | FGPFGF |
| | | GR 2-6 | SF | 8 | 11 | 1 | 0 | 5 | 0 | | FGPPFP |
| NTORY | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| NTORY | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| NTORY | | Adult | PA | 8 | 8 | 3 | 2 | 7 | 0 | | FFPPGP |
| NTORY | | Adult | PA | 2 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| ety | | GR 3 & up | MES | 2 | 6 | 0 | 2 | 5 | 0 | | PFPPFP |
| t | | GR 3 & up | MES | 4 | 6 | 0 | 2 | 5 | 0 | | PFPPFP |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** |
|---|---|---|---|
| | | | |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Infrequency Scale* | | High School & up | CPP |
| *WLW PERSONAL ATTITUDE INVENTORY, 5th ED.*<br>*Emotional Stability* | | Adult | PGP |
| 1B4 Neuroticism-Adjustment: Description About Others | | | |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Anxious Self-Blame* | | Adolescent | DFP |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Bizarre Action* | | Adolescent | DFP |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Bizarre Speech and Cognition* | | Adolescent | DFP |
| 1B5 Neuroticism-Adjustment: Speculation About Others | | | |
| 1B6 Neuroticism-Adjustment: Judgment About Others | | | |
| *COMPOSITE EMOTIONAL MATURITY SCALE* | 1B3 | est. 16 yrs.-Adult | MGH |
| *S-D (SUICIDE-DEPRESSION) PRONENESS CHECKLIST* | | High School & up | PEI |
| 1B7 Neuroticism-Adjustment: Contrived Behavioral Situation | | | |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 1 (Adjustment vs. Frustrated Emotionality)* | | Young Adult & Adult | IPAT |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 6 (Anxiety and Concern vs. Paranoid Imperiousness)* | | Young Adult & Adult | IPAT |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 7 (Complex Eccentrictiy vs. Stability, Normality)* | | Young Adult & Adult | IPAT |

## IMARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ENCE INVENTORY*<br>*Scale* | | High School & up | CPP | 6 | 12 | 5 | 5 | 8 | 0 | | PGFFGP |
| *TUDE INVENTORY, 5th ED.*<br>*ability* | | Adult | PGP | 6 | 10 | 4 | 4 | 6 | 0 | | PFPPFP |
| tment: Description About Others | | | | | | | | | | | |
| *NT BEHAVIOR RATING SCALE*<br>*-Blame* | | Adolescent | DFP | 5 | 9 | 5 | 4 | 3 | 0 | | PFFPPP |
| *NT BEHAVIOR RATING SCALE*<br>*on* | | Adolescent | DFP | 5 | 9 | 5 | 4 | 3 | 0 | | PFFPPP |
| *NT BEHAVIOR RATING SCALE*<br>*h and Cognition* | | Adolescent | DFP | 4 | 10 | 5 | 4 | 3 | 0 | | PFFPPP |
| tment: Speculation About Others | | | | | | | | | | | |
| tment: Judgment About Others | | | | | | | | | | | |
| *AL MATURITY SCALE* | 1B3 | est. 16 yrs.-Adult | MGH | | | | | | | | |
| *ESSION) PRONENESS CHECKLIST* | | High School & up | PEI | 7 | 11 | 0 | 2 | 4 | 0 | | PGPPFP |
| tment: Contrived Behavioral Situation | | | | | | | | | | | |
| *TEST, FORM A*<br>*justment vs. Frustrated Emotionality)* | | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 | | PFPPFF |
| *TEST, FORM A*<br>*xiety and Concern vs. Paranoid Imperiousness)* | | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 | | PFPPFF |
| *TEST, FORM A*<br>*mplex Eccentrictiy vs. Stability, Normality)* | | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 | | PFPPFF |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *STS JUNIOR INVENTORY, FORM G*<br>*About Myself* | | GR 4-8 | STS | 6 | 13 | 0 |
| 1B8 Neuroticism-Adjustment: Actual Behavioral Situation | | | | | | |
| *CHILD BEHAVIOR RATING SCALE*<br>*Self Adjustment* | | 5-9 yrs. | WPS | 7 | 12 | 2 |
| *CHILD BEHAVIOR RATING SCALE*<br>*Total Score* | | 5-9 yrs. | WPS | 7 | 12 | 2 |
| 1C1 General Activity-Lethargy: Self Description | | | | | | |
| *COMREY PERSONALITY SCALES*<br>*A (Activity vs. Lack of Energy)* | 1F1 | College & Adult | EITS | 11 | 13 | 3 |
| *CREE QUESTIONNAIRE* | V10 | Adult | IRC | | | |
| *DIMENSIONS OF TEMPERAMENT*<br>*Active-Lethargic* | | est. GR 10-14 | PC | 11 | 12 | 4 |
| *FL (FLUENCY) OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 | 12 | 0 |
| 1C2 General Activity-Lethargy: Self Speculation | | | | | | |
| *EDWARDS PERSONALITY INVENTORY*<br>*Active* | | 18 yrs. & up | SRA | 6 | 11 | 4 |
| 1C3 General Activity-Lethargy: Self Judgment | | | | | | |
| *GORDON PERSONAL INVENTORY*<br>*Vigor* | | High School & Adult | HBJ | 10 | 12 | 4 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Dynamism* | | GR 9 & up | EAC | 9 | 11 | 4 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| RM G | | GR 4-8 | STS | 6 | 13 | 0 | 2 | 7 | 0 | | PGPPGP |
| Actual Behavioral Situation | | | | | | | | | | | |
| ALE | | 5-9 yrs. | WPS | 7 | 12 | 2 | 6 | 4 | 0 | | PGPFFP |
| ALE | | 5-9 yrs. | WPS | 7 | 12 | 2 | 6 | 3 | 0 | | PGPFPP |
| y: Self Description | | | | | | | | | | | |
| S<br>of Energy) | 1F1 | College & Adult | EITS | 11 | 13 | 3 | 3 | 8 | 0 | | FGPPGP |
| | V10 | Adult | IRC | | | | | | | | |
| T | | est. GR 10-14 | PC | 11 | 12 | 4 | 3 | 8 | 0 | | FGPPGP |
| VEY (SELECTED ITEMS) | | High School & up | SPS | 6 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| y: Self Speculation | | | | | | | | | | | |
| NTORY | | 18 yrs. & up | SRA | 6 | 11 | 4 | 4 | 8 | 0 | | PGPPGP |
| y: Self Judgment | | | | | | | | | | | |
| Y | | High School & Adult | HBJ | 10 | 12 | 4 | 6 | 8 | 0 | | FGPFGP |
| RSELF? FORM NE-21 | | GR 9 & up | EAC | 9 | 11 | 4 | 2 | 7 | 0 | | FGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Active* | | 16 yrs. & up | SRA | 9 | 13 |
| *TRAIT EVALUATION INDEX*<br>*Dynamism* | | College | MMB | 7 | 12 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Restlessness* | | Adult | PA | 2 | 8 |
| *VALUE ORIENTATION SCALE*<br>*Activity* | | 18 yrs. & up | REM | 9 | 7 |
| 1C4 General Activity-Lethargy: Description About Others | | | | | |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Depression* | | 5-16 yrs. | EITS | 5 | 10 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Hyperactivity/Expansive* | | Adolescent | DFP | 3 | 8 |
| 1C5 General Activity-Lethargy: Speculation About Others | | | | | |
| 1C6 General Activity-Lethargy: Judgment About Others | | | | | |
| *PLAYFULNESS SCALES, FORM K* | | GR K | JNL | 4 | 9 |
| 1C7 General Activity-Lethargy: Contrived Behavioral Situation | | | | | |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 8 (Resilience vs. Withdrawn Schizothymia)* | | Young Adult & Adult | IPAT | 5 | 10 |
| 1C8 General Activity-Lethargy: Actual Behavioral Situation | | | | | |
| 1D1 Reality-Fantasy Differentiation: Self Description | | | | | |

## TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *EDULE* | | 16 yrs.<br>& up | SRA | 9 | 13 | 4 | 5 | 7 | 0 | | FGPFGP |
| | | College | MMB | 7 | 12 | 5 | 2 | 6 | 0 | | PGFPFP |
| *TY INVENTORY* | | Adult | PA | 2 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| | | 18 yrs.<br>& up | REM | 9 | 7 | 5 | 0 | 5 | 0 | | FFFPFP |
| : Description About Others | | | | | | | | | | | |
| *GUIDES, BOY AND GIRL FORMS* | | 5-16 yrs. | EITS | 5 | 10 | 3 | 2 | 5 | 0 | | PFPPFP |
| *IOR RATING SCALE*<br>*ive* | | Adolescent | DFP | 3 | 8 | 3 | 4 | 3 | 0 | | PFPPPP |
| : Speculation About Others | | | | | | | | | | | |
| : Judgment About Others | | | | | | | | | | | |
| *K* | | GR K | JNL | 4 | 9 | 0 | 2 | 5 | 0 | | PFPPFP |
| : Contrived Behavioral Situation | | | | | | | | | | | |
| *ORM A*<br>*vs. Withdrawn Schizothymia)* | | Young Adult<br>& Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 | | PFPPFF |
| : Actual Behavioral Situation | | | | | | | | | | | |
| iation: Self Description | | | | | | | | | | | |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0- |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*Ps (Psychotic Responses)* | | College & Adult | MMB | 5 | 12 | 6 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*Sc (Schizophrenic-Objective)* | | College & Adult | MMB | 5 | 12 | 6 |
| *P.A. (PERSONAL ADJUSTMENT) INVENTORY*<br>*Daydreaming* | | 9-13 yrs. | AP | 5 | 6 | 1 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Scz (Schizophrenia)* | | Adult | MMB | 6 | 8 | 6 |
| 1D2 Reality-Fantasy Differentiation: Self Speculation | | | | | | |
| 1D3 Reality-Fantasy Differentiation: Self Judgment | | | | | | |
| *PERSONAL ORIENTATION INVENTORY*<br>*Time Competence Items* | | 13 yrs. & up | EITS | 6 | 11 | 5 |
| *PUBLIC OPINION QUESTIONNAIRE (ALIENATION SCALE)*<br>*Total Alienation* | | High School | DGD | 4 | 8 | 0 |
| *SELF-ESTEEM INVENTORY, FORM A*<br>*Lie Scale* | | 9 yrs.-Adult | SC | 4 | 12 | 0 |
| *SELF-REPORT INVENTORY, FORM R-3*<br>*Reality Scale* | | 18 yrs. & up | OBL | 6 | 8 | 2 |
| 1D4 Reality-Fantasy Differentiation: Description About Others | | | | | | |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Paranoid Thinking* | | Adolescent | DFP | 5 | 9 | 5 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Schizoid Withdrawal* | | Adolescent | DFP | 3 | 9 | 6 |
| 1D5 Reality-Fantasy Differentiation: Speculation About Others | | | | | | |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ORY*<br>) | | College & Adult | MMB | 5 | 12 | 6 | 3 | 8 | 0 | | PGFPGP |
| *ORY*<br>*ive)* | | College & Adult | MMB | 5 | 12 | 6 | 3 | 8 | 0 | | PGFPGP |
| *VENTORY* | | 9-13 yrs. | AP | 5 | 6 | 1 | 2 | 6 | 0 | | PFPPFP |
| *ALITY* | | Adult | MMB | 6 | 8 | 6 | 3 | 7 | 0 | | PFFPGP |
| on: Self Speculation | | | | | | | | | | | |
| on: Self Judgment | | | | | | | | | | | |
| *Y* | | 13 yrs. & up | EITS | 6 | 11 | 5 | 4 | 7 | 0 | | PGFPGP |
| *(ALIENATION SCALE)* | | High School | DGD | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | 9 yrs.-Adult | SC | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *-3* | | 18 yrs. & up | OBL | 6 | 8 | 2 | 1 | 6 | 0 | | PFPPFP |
| on: Description About Others | | | | | | | | | | | |
| *RATING SCALE* | | Adolescent | DFP | 5 | 9 | 5 | 4 | 3 | 0 | | PFFPPP |
| *RATING SCALE* | | Adolescent | DFP | 3 | 9 | 6 | 4 | 3 | 0 | | PFFPPP |
| on: Speculation About Others | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| 1D6 Reality-Fantasy Differentiation: Judgment About Others | | | | | |
| 1D7 Reality-Fantasy Differentiation: Contrived Behavioral Situation | | | | | |
| 1D8 Reality-Fantasy Differentiation: Actual Behavioral Situation | | | | | |
| 1E1 Impulse Control: Self Description | | | | | |
| *ACHIEVEMENT ANXIETY TEST*<br>*Facilitative-Debilitative* | | High School & College | ADS | 7 | 11 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*I (Impulsive-Restrained)* | | College & Adult | MMB | 1 | 12 |
| *COMREY PERSONALITY SCALES*<br>*O (Orderliness vs. Lack of Compulsion)* | | College & Adult | EITS | 10 | 13 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Impulsive-Planful* | | est. GR 10-14 | PC | 7 | 12 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Order* | | College & Adult | PC | 5 | 12 |
| *FL (FLUENCY) OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 | 12 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor D (Phlegmatic vs. Excitable)* | | 12-18 yrs. | IPAT | 4 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*FVE (Future: Vocational and Educational)* | | GR 10-12 | PC | 5 | 13 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*IE (Impulse Expression)* | | College | PC | 11 | 13 |
| *PERSONALITY INVENTORY*<br>*B3-I (Introversion-Extroversion)* | | High School & up | CPP | 4 | 11 |

IARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| fferentiation: Judgment About Others | | | | | | | | | | | |
| fferentiation: Contrived Behavioral<br>ituation | | | | | | | | | | | |
| fferentiation: Actual Behavioral Situation | | | | | | | | | | | |
| elf Description | | | | | | | | | | | |
| *TEST*<br>*ebilitative* | | High School & College | ADS | 7 | 11 | 1 | 2 | 7 | 0 | | PGPPGP |
| *ENT INVENTORY*<br>*estrained)* | | College & Adult | MMB | 1 | 12 | 5 | 3 | 8 | 0 | | PGFPGP |
| *SCALES*<br>*vs. Lack of Compulsion)* | | College & Adult | EITS | 10 | 13 | 3 | 3 | 8 | 0 | | FGPPGP |
| *ERAMENT*<br>*ful* | | est. GR 10-14 | PC | 7 | 12 | 4 | 3 | 8 | 0 | | PGPPGP |
| *EFERENCE SCHEDULE* | | College & Adult | PC | 5 | 12 | 6 | 5 | 7 | 0 | | PGFFGP |
| *N SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*egmatic vs. Excitable)* | | 12-18 yrs. | IPAT | 4 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *CKLIST, FORM H*<br>*Vocational and Educational)* | | GR 10-12 | PC | 5 | 13 | 0 | 3 | 8 | 0 | | PGPPGP |
| *NALITY INVENTORY), FORM F*<br>*pression)* | | College | PC | 11 | 13 | 6 | 4 | 8 | 0 | | FGFPGP |
| *ORY*<br>*sion-Extroversion)* | | High School & up | CPP | 4 | 11 | 2 | 4 | 7 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Haf (Hyperaffectivity)* | | Adult | MMB | 6 | 8 | 6 |
| 1E2 Impulse Control: Self Speculation | | | | | | |
| *EDWARDS PERSONALITY INVENTORY*<br>*Conceals his Feelings* | | 18 yrs. & up | SRA | 10 | 11 | 4 |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*SE (Superego)* | | College & Adult | IPAT | 3 | 8 | 3 |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*SS (Self-Concept)* | | College & Adult | IPAT | 3 | 8 | 3 |
| 1E3 Impulse Control: Self Judgment | | | | | | |
| *ADJECTIVE CHECKLIST*<br>*Het (Heterosexuality)* | | College & Adult | CPP | 6 | 12 | 3 |
| *ADJECTIVE CHECKLIST*<br>*Lab (Lability)* | | College & Adult | CPP | 9 | 12 | 3 |
| *ADJECTIVE CHECKLIST*<br>*Ord (Order)* | | College & Adult | CPP | 8 | 12 | 3 |
| *ADJECTIVE CHECKLIST*<br>*S-Cn (Self-Control)* | 2D3 | College & Adult | CPP | 8 | 12 | 4 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*N: Simple vs. Shrewd* | | 8-12 yrs. | IPAT | 2 | 10 | 5 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*Q3: Lax vs. Self-Controlled* | | 8-12 yrs. | IPAT | 3 | 10 | 4 |
| *EMOTIONS PROFILE INDEX*<br>*Orientation* | | Adult | RP | 5 | 12 | 4 |
| *GORDON PERSONAL INVENTORY*<br>*Cautiousness* | | High School & Adult | HBJ | 10 | 12 | 4 |

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *RSONALITY*<br>*y)* | | Adult | MMB | 6 | 8 | 6 | 3 | 7 | 0 | | PFFPGP |
| peculation | | | | | | | | | | | |
| *TORY*<br>*s* | | 18 yrs. & up | SRA | 10 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *TEST)* | | College & Adult | IPAT | 3 | 8 | 3 | 4 | 7 | 0 | | PFPPGP |
| *TEST)* | | College & Adult | IPAT | 3 | 8 | 3 | 4 | 7 | 0 | | PFPPGP |
| dgment | | | | | | | | | | | |
| *)* | | College & Adult | CPP | 6 | 12 | 3 | 1 | 7 | 0 | | PGPPGP |
| | | College & Adult | CPP | 9 | 12 | 3 | 1 | 7 | 0 | | FGPPGP |
| | | College & Adult | CPP | 8 | 12 | 3 | 1 | 7 | 0 | | FGPPGP |
| | 2D3 | College & Adult | CPP | 8 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *TY QUESTIONNAIRE), FORM A*<br>*d* | | 8-12 yrs. | IPAT | 2 | 10 | 5 | 4 | 7 | 4 | | PFFPGG |
| *TY QUESTIONNAIRE), FORM A*<br>*ntrolled* | | 8-12 yrs. | IPAT | 3 | 10 | 4 | 4 | 7 | 4 | | PFPPGG |
| | | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 | | PGPPGP |
| | | High School & Adult | HBJ | 10 | 12 | 4 | 6 | 8 | 0 | | FGPFGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Impulsiveness* | | GR 9 & up | EAC | 10 | 11 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Acceptance of Aggression* | | 13 yrs. & up | EITS | 8 | 11 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Feeling Reactivity* | | 13 yrs. & up | EITS | 8 | 11 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Spontaneity* | | 13 yrs. & up | EITS | 8 | 11 |
| *S-IDENT (SELF-IDENTIFICATION) FORM* | 1B3 | 18 yrs. & up | EB | | |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Impulsive* | | 16 yrs. & up | SRA | 5 | 13 |
| *TRAIT EVALUATION INDEX*<br>*Caution* | | College | MMB | 9 | 12 |
| *TRAIT EVALUATION INDEX*<br>*Self-Control* | | College | MMB | 7 | 12 |
| 1E4 Impulse Control: Description About Others | | | | | |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Poor Emotional Control* | | Adolescent | DFP | 5 | 9 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Rational Clusters - Inability to Delay* | | Adolescent | DFP | 5 | 9 |
| 1E5 Impulse Control: Speculation About Others | | | | | |
| 1E6 Impulse Control: Judgment About Others | | | | | |
| 1E7 Impulse Control: Contrived Behavioral Situation | | | | | |

## Y TEST EVALUATIONS

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *RSELF? FORM NE-21* | | GR 9 & up | EAC | 10 | 11 | 3 | 2 | 7 | 0 | | FGPPGP |
| *ENTORY*<br>*sion* | | 13 yrs. & up | EITS | 8 | 11 | 4 | 4 | 7 | 0 | | FGPPGP |
| *ENTORY* | | 13 yrs. & up | EITS | 8 | 11 | 4 | 4 | 7 | 0 | | FGPPGP |
| *NTORY* | | 13 yrs. & up | EITS | 8 | 11 | 5 | 4 | 7 | 0 | | FGFPGP |
| *TION) FORM* | 1B3 | 18 yrs. & up | EB | | | | | | | | |
| *EDULE* | | 16 yrs. & up | SRA | 5 | 13 | 4 | 5 | 7 | 0 | | PGPFGP |
| | | College | MMB | 9 | 12 | 6 | 2 | 6 | 0 | | FGFPFP |
| | | College | MMB | 7 | 12 | 5 | 2 | 6 | 0 | | PGFPFP |
| ption About Others | | | | | | | | | | | |
| *VIOR RATING SCALE*<br>*rol* | | Adolescent | DFP | 5 | 9 | 4 | 4 | 3 | 0 | | PFPPPP |
| *VIOR RATING SCALE*<br>*Inability to Delay* | | Adolescent | DFP | 5 | 9 | 4 | 4 | 3 | 0 | | PFPPPP |
| ation About Others | | | | | | | | | | | |
| nt About Others | | | | | | | | | | | |
| ved Behavioral Situation | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| 1E8 Impulse Control: Actual Behavioral Situation | | | | | | |
| 1F1 Goal-Setting Behavior: Self Description | | | | | | |
| *ACHIEVEMENT SCALES, FEMALE FORM* | | College | AM | 9 | 12 | 2 |
| *ACHIEVEMENT SCALES, MALE FORM* | | College | AM | 12 | 13 | 2 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Intellectual Efficiency* | | 12 yrs. & up | CPP | 3 | 9 | 4 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Maturity of Goals and Level of Aspiration* | | College | CPP | 7 | 12 | 5 |
| *COMREY PERSONALITY SCALES*<br>*A (Activity vs. Lack of Energy)* | 1C1 | College & Adult | EITS | | | |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Achievement* | | College & Adult | PC | 6 | 13 | 5 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Endurance* | | College & Adult | PC | 5 | 11 | 6 |
| *MOTIVATION FOR SCHOOL ACHIEVEMENT* | | GR 9 | ILR | 8 | 9 | 1 |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Motivation* | 3B1 | High School & up | WBW | 6 | 11 | 1 |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Task Orientation* | 3B1<br>4A1 | High School & up | WBW | 4 | 10 | 1 |
| *SELF-REPORT INVENTORY, FORM R-3*<br>*Hope Scale* | | 18 yrs. & up | OBL | 8 | 9 | 2 |
| *SENTENCE COMPLETION TEST* | | 16 yrs. & up | BNM | 8 | 8 | 5 |

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| l Behavioral Situation | | | | | | | | | | | |
| Self Description | | | | | | | | | | | |
| *LE FORM* | | College | AM | 9 | 12 | 2 | 1 | 8 | 0 | | FGPPGP |
| *FORM* | | College | AM | 12 | 13 | 2 | 1 | 8 | 0 | | GGPPGP |
| *INVENTORY*<br>*ency* | | 12 yrs. & up | CPP | 3 | 9 | 4 | 6 | 6 | 0 | | PFPFFP |
| *DEMIC ADJUSTMENT*<br>*nd Level of Aspiration* | | College | CPP | 7 | 12 | 5 | 3 | 7 | 0 | | PGFPGP |
| *S*<br>*k of Energy)* | 1C1 | College & Adult | EITS | | | | | | | | |
| *NCE SCHEDULE* | | College & Adult | PC | 6 | 13 | 5 | 5 | 7 | 0 | | PGFFGP |
| *NCE SCHEDULE* | | College & Adult | PC | 5 | 11 | 6 | 5 | 7 | 0 | | PGFFGP |
| *CHIEVEMENT* | | GR 9 | ILR | 8 | 9 | 1 | 2 | 7 | 0 | | FFPPGP |
| *R SCALE* | 3B1 | High School & up | WBW | 6 | 11 | 1 | 3 | 6 | 0 | | PGPPFP |
| *ER SCALE* | 3B1<br>4A1 | High School & up | WBW | 4 | 10 | 1 | 3 | 6 | 0 | | PFPPFP |
| *FORM R-3* | | 18 yrs. & up | OBL | 8 | 9 | 2 | 1 | 6 | 0 | | FFPPFP |
| *T* | | 16 yrs. & up | BNM | 8 | 8 | 5 | 3 | 6 | 0 | | FFFPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| 1F2 Goal-Setting Behavior: Self Speculation | | | | | |
| *EDWARDS PERSONALITY INVENTORY*<br>*Competitive* | | 18 yrs. & up | SRA | 10 | 11 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Impressed by Status* | | 18 yrs. & up | SRA | 10 | 11 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Motivated to Succeed* | | 18 yrs. & up | SRA | 10 | 11 |
| *GUMPGOOKIES, FORM III* | | GR 3-4 | DCA | 10 | 8 |
| *GUMPGOOKIES, PRESCHOOL FORM* | | 3 1/2-5 1/2 yrs. | DCA | 11 | 10 |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*Ca (Career Sentiment)* | | College & Adult | IPAT | 3 | 8 |
| 1F3 Goal-Setting Behavior: Self Judgment | | | | | |
| *ADJECTIVE CHECKLIST*<br>*Ach (Achievement)* | 1A3 | College & Adult | CPP | 8 | 12 |
| *ADJECTIVE CHECKLIST*<br>*End (Endurance)* | | College & Adult | CPP | 7 | 12 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Esteem* | | 18 yrs. & up | WPS | 3 | 11 |
| *EGO-STRENGTH Q-SORT TEST*<br>*Goal Setting and Striving* | | 18 yrs. & up | PA | 8 | 8 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Ambitiousness* | | GR 9 & up | EAC | 10 | 11 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Persistence* | | GR 9 & up | EAC | 9 | 11 |

MMARY TEST EVALUATIONS

| ONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| avior: Self Speculation | | | | | | | | | | | |
| *ITY INVENTORY* | | 18 yrs. & up | SRA | 10 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| *ITY INVENTORY*<br>*Status* | | 18 yrs. & up | SRA | 10 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *ITY INVENTORY*<br>*Succeed* | | 18 yrs. & up | SRA | 10 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *III* | | GR 3-4 | DCA | 10 | 8 | 3 | 5 | 2 | 0 | | FFPFPP |
| *CHOOL FORM* | | 3 1/2-5 1/2 yrs. | DCA | 11 | 10 | 3 | 5 | 1 | 0 | | FFPFPP |
| *NALYSIS TEST)*<br>*entiment)* | | College & Adult | IPAT | 3 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| avior: Self Judgment | | | | | | | | | | | |
| *IST*<br>*ment)* | 1A3 | College & Adult | CPP | 8 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *IST*<br>*nce)* | | College & Adult | CPP | 7 | 12 | 3 | 1 | 7 | 0 | | PGPPGP |
| *IFE GOALS EVALUATION SCHEDULES, FORM DS* | | 18 yrs. & up | WPS | 3 | 11 | 3 | 4 | 7 | 0 | | PGPPGP |
| *ORT TEST*<br>*g and Striving* | | 18 yrs. & up | PA | 8 | 8 | 0 | 1 | 3 | 0 | | FFPPPP |
| *KNOW YOURSELF? FORM NE-21*<br>*ss* | | GR 9 & up | EAC | 10 | 11 | 4 | 2 | 7 | 0 | | FGPPGP |
| *KNOW YOURSELF? FORM NE-21* | | GR 9 & up | EAC | 9 | 11 | 4 | 2 | 7 | 0 | | FGPPGP |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *MANAGEMENT APTITUDE INVENTORY*<br>*A (Proper Job Attitude)* | | Adult | PBR | 6 | 12 |
| *MEASURES OF SELF-CONCEPT*<br>*Choose A Job Inventory* | | Intermed. & Secondary | IOX | 7 | 8 |
| *PERSONAL HISTORY INDEX*<br>*Drive* | | 17 yrs. & up | IRC | 9 | 12 |
| *PERSONAL HISTORY INDEX*<br>*Higher Educational Achievement* | | 17 yrs. & up | IRC | 7 | 11 |
| *PERSONAL HISTORY INDEX*<br>*Stability* | | 17 yrs. & up | IRC | 5 | 11 |
| *THE PURPOSE IN LIFE TEST*<br>*Part A* | | Junior Hi. & up | PA | 5 | 9 |
| *SELF-ANALYSIS CARD SORT*<br>*Man to Job* | | Adult | MRA | 4 | 11 |
| *SELF-PERCEPTION SCALE*<br>*Aspired Self Rating* | | Adult | AFF | 7 | 10 |
| *TEST OF INSIGHT* | 2A3 | 18 yrs. & up | PRL | 7 | 8 |
| *TRAIT EVALUATION INDEX*<br>*Ambition* | | College | MMB | 11 | 12 |
| *TRAIT EVALUATION INDEX*<br>*Motivational Drive* | | College | MMB | 11 | 12 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Foresight* | | Adult | PA | 4 | 8 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Recognition Drive* | | Adult | PA | 6 | 8 |
| *A WEIGHTED-SCORE LIKABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | |

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| TORY<br>le) | | Adult | PBR | 6 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| ry | | Intermed. & Secondary | IOX | 7 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | 17 yrs. & up | IRC | 9 | 12 | 2 | 2 | 8 | 0 | | FGPPGP |
| hievement | | 17 yrs. & up | IRC | 7 | 11 | 2 | 2 | 8 | 0 | | PGPPGP |
| | | 17 yrs. & up | IRC | 5 | 11 | 2 | 2 | 8 | 0 | | PFPPGP |
| | | Junior Hi. & up | PA | 5 | 9 | 3 | 3 | 7 | 0 | | PFPPGP |
| | | Adult | MRA | 4 | 11 | 0 | 4 | 6 | 0 | | PGPPFP |
| | | Adult | AFF | 7 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| | 2A3 | 18 yrs. & up | PRL | 7 | 8 | 1 | 0 | 4 | 2 | | PFPPFF |
| | | College | MMB | 11 | 12 | 5 | 2 | 6 | 0 | | FGFPFP |
| | | College | MMB | 11 | 12 | 5 | 2 | 6 | 0 | | FGFPFP |
| Y INVENTORY | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| Y INVENTORY | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| Y RATING SCALE | 23 | 6-17 yrs. | ABC | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *WORK INTEREST INDEX (NON-VERBAL)*<br>*Aspiration Level* | | Adult Men | IRC | 9 | 12 | 4 |
| 1F4 Goal-Setting Behavior: Description About Others | | | | | | |
| *MEASURES OF CURIOSITY*<br>*Student Behavior Profile* | | Primary Teachers | CSSOS | 7 | 11 | 1 |
| 1F5 Goal-Setting Behavior: Speculation About Others | | | | | | |
| 1F6 Goal-Setting Behavior: Judgment About Others | | | | | | |
| *A COURTSHIP ANALYSIS*<br>*Ambition* | | est. Adult | FLP | 5 | 9 | 0 |
| 1F7 Goal-Setting Behavior: Contrived Behavioral Situation | | | | | | |
| *LEVEL OF ASPIRATION TEST*<br>*Total Test* | | Preschool | RE | 7 | 12 | 1 |
| 1F8 Goal-Setting Behavior: Actual Behavioral Situation | | | | | | |
| *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*P (Persistence and Drive)* | | College | ETS | 5 | 13 | 1 |
| 1G1 Masculinity-Femininity: Self Description | | | | | | |
| *ADJUSTMENT INVENTORY, STUDENT FORM*<br>*Masculinity* | | GR 9-16 | CPP | 8 | 13 | 3 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Tough-Minded Tender-Minded* | | est. GR 10-14 | PC | 5 | 12 | 4 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Heterosexuality* | | College & Adult | PC | 5 | 12 | 6 |

IARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *(NON-VERBAL)*<br>*el* | | Adult Men | IRC | 9 | 12 | 4 | 3 | 6 | 0 | | FGPPFP |
| or: Description About Others | | | | | | | | | | | |
| *TY*<br>*or Profile* | | Primary Teachers | CSSOS | 7 | 11 | 1 | 0 | 4 | 0 | | PGPPFP |
| or: Speculation About Others | | | | | | | | | | | |
| or: Judgment About Others | | | | | | | | | | | |
| *S* | | est. Adult | FLP | 5 | 9 | 0 | 0 | 8 | 0 | | PFPPGP |
| or: Contrived Behavioral Situation | | | | | | | | | | | |
| *TEST* | | Preschool | RE | 7 | 12 | 1 | 0 | 6 | 0 | | PGPPFP |
| or: Actual Behavioral Situation | | | | | | | | | | | |
| *RADUATE STUDENTS IN BUSINESS*<br>*and Drive)* | | College | ETS | 5 | 13 | 1 | 3 | 3 | 0 | | PGPPPP |
| ity: Self Description | | | | | | | | | | | |
| *Y, STUDENT FORM* | | GR 9-16 | CPP | 8 | 13 | 3 | 6 | 8 | 0 | | FGPFGP |
| *RAMENT*<br>*ender-Minded* | | est. GR 10-14 | PC | 5 | 12 | 4 | 3 | 8 | 0 | | PGPPGP |
| *EFERENCE SCHEDULE*<br>*y* | | College & Adult | PC | 5 | 12 | 6 | 5 | 7 | 0 | | PGFFGP |

## AFFECTIVE SUMMARY

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A<br>Factor I (Tough-Minded vs. Tender-Minded) | | 12-18 yrs. | IPAT | 2 | 13 | 3 |
| MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, FORM R<br>Masculinity-Femininity | | 16-55 yrs. | PC | 9 | 11 | 5 |
| NSQ (NEUROTICISM SCALE QUESTIONNAIRE)<br>Factor I (Tough-Minded vs. Tender-Minded) | | Adolescent & Adult | IPAT | 3 | 12 | 2 |
| 1G2 Masculinity-Femininity: Self Speculation | | | | | | |
| 1G3 Masculinity-Femininity: Self Judgment | | | | | | |
| CALIFORNIA PSYCHOLOGICAL INVENTORY<br>Femininity | | 12 yrs. & up | CPP | 6 | 9 | 2 |
| FEMININITY ADJECTIVE CHECKLIST | | College | RFB | 8 | 13 | 5 |
| IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED<br>Factor 12: Rebound Against Feminine Aggression vs. Scorn of Ineffectual Male | | est. 16 yrs. & up | IPAT | 1 | 8 | 2 |
| NLSMA SCALES: VOL. 1, PART A, FORM 202G/202B<br>Part I: What I Would Like To Be | 5A3 | GR 5 | SMSG | 4 | 8 | 0 |
| NLSMA SCALES: VOL. 1, PART A, FORM 202G/202B<br>Part II: My Interests and Activities | 5A3 | GR 5 | SMSG | 4 | 8 | 0 |
| NLSMA SCALES: VOL. 2, PART A, FORM 272G/272B<br>Part I: What I Would Like To Be | 5A3 | GR 8-11 | SMSG | 4 | 8 | 0 |
| NLSMA SCALES: VOL. 2, PART A, FORM 272G/272B<br>Part II: My Interests and Activities | 5A3 | GR 8-11 | SMSG | 4 | 9 | 0 |
| TRAIT EVALUATION INDEX<br>Masculinity-Femininity | | College | MMB | 8 | 11 | 5 |
| VOCATIONAL PREFERENCE INVENTORY<br>Masculinity Scale | | High School & up | CPP | 5 | 12 | 4 |

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *HOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*-Minded vs. Tender-Minded)* | | 12-18 yrs. | IPAT | 2 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *PERSONALITY INVENTORY, FORM R*<br>*ninity* | | 16-55 yrs. | PC | 9 | 11 | 5 | 2 | 6 | 3 | | FGFPFF |
| *E QUESTIONNAIRE)*<br>*-Minded vs. Tender-Minded)* | | Adolescent & Adult | IPAT | 3 | 12 | 2 | 3 | 7 | 0 | | PGPPGP |
| y: Self Speculation | | | | | | | | | | | |
| y: Self Judgment | | | | | | | | | | | |
| *CAL INVENTORY* | | 12 yrs. & up | CPP | 6 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| *HECKLIST* | | College | RFB | 8 | 13 | 5 | 0 | 7 | 0 | | FGFPGP |
| *RSONALITY, FORM A, 1963 ED*<br>*und Against Feminine Aggression vs. Scorn*<br>*Male* | | est. 16 yrs. & up | IPAT | 1 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *, PART A, FORM 202G/202B*<br>*Would Like To Be* | 5A3 | GR 5 | SMSG | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *, PART A, FORM 202G/202B*<br>*erests and Activities* | 5A3 | GR 5 | SMSG | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *, PART A, FORM 272G/272B*<br>*Would Like To Be* | 5A3 | GR 8-11 | SMSG | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *, PART A, FORM 272G/272B*<br>*erests and Activities* | 5A3 | GR 8-11 | SMSG | 4 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *X*<br>*ninity* | | College | MMB | 8 | 11 | 5 | 2 | 6 | 0 | | FGFPFP |
| *INVENTORY* | | High School & up | CPP | 5 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *WELSH FIGURE PREFERENCE TEST*<br>*Masculinity-Femininity* | | 8 yrs. & up | CPP | 6 |
| 1G4 Masculinity-Femininity: Description About Others | | | | |
| 1G5 Masculinity-Femininity: Speculation About Others | | | | |
| 1G6 Masculinity-Femininity: Judgment About Others | | | | |
| 1G7 Masculinity-Femininity: Contrived Behavioral Situation | | | | |
| 1G8 Masculinity-Femininity: Actual Behavioral Situation | | | | |
| 21 Social Temperament: Self Description | | | | |
| *CREE QUESTIONNAIRE* | V10 | Adult | IRC | |
| *DETROIT ADJUSTMENT INVENTORY, ALPHA FORM*<br>*Total Test* | | GR 7-12 | BMC | 0 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Total Test* | | GR 3-6 | BMC | 2 |
| *DETROIT RETAIL SELLING INVENTORY*<br>*Personality* | | High School & Adult | BEM | 8 |
| *HANDICAP PROBLEMS INVENTORY*<br>*Social* | | Teenage & & up | UBS | 8 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor A (Reserved vs. Warmhearted)* | | 12-18 yrs. | IPAT | 6 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor J (Zestful vs. Circumspect)* | | 12-18 yrs. | IPAT | 6 |

## E SUMMARY TEST EVALUATIONS

| TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *URE PREFERENCE TEST*<br>*ulinity-Femininity* | | 8 yrs. & up | CPP | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| y-Femininity: Description About Others | | | | | | | | | | | |
| y-Femininity: Speculation About Others | | | | | | | | | | | |
| y-Femininity: Judgment About Others | | | | | | | | | | | |
| y-Femininity: Contrived Behavioral Situation | | | | | | | | | | | |
| y-Femininity: Actual Behavioral Situation | | | | | | | | | | | |
| perament: Self Description | | | | | | | | | | | |
| *IONNAIRE* | V10 | Adult | IRC | | | | | | | | |
| *JUSTMENT INVENTORY, ALPHA FORM*<br>*Test* | | GR 7-12 | BMC | 0 | 5 | 2 | 2 | 5 | 0 | * | PPPPFP |
| *JUSTMENT INVENTORY, GAMMA FORM*<br>*Test* | | GR 3-6 | BMC | 2 | 5 | 2 | 2 | 4 | 0 | * | PPPPFP |
| *TAIL SELLING INVENTORY*<br>*nality* | | High School & Adult | BEM | 8 | 9 | 4 | 6 | 7 | 0 | | FFPFGP |
| *PROBLEMS INVENTORY*<br>*l* | | Teenage & & up | UBS | 8 | 11 | 4 | 2 | 6 | 0 | * | FGPPFP |
| *PQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*r A (Reserved vs. Warmhearted)* | | 12-18 yrs. | IPAT | 6 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *PQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*r J (Zestful vs. Circumspect)* | | 12-18 yrs. | IPAT | 6 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *THE LEADERSHIP Q-SORT TEST*<br>*Total Test* | | est. 16 yrs.-Adult | PA | 9 | 7 | 2 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Social Relationships* | | GR 9-12 | PC | 6 | 12 | 5 |
| *PERSONALITY INVENTORY*<br>*F2-S (Sociability)* | | High School & up | CPP | 6 | 11 | 2 |
| *STS JUNIOR INVENTORY, FORM G*<br>*Getting Along With Others* | | GR 4-8 | STS | 2 | 13 | 0 |
| *STS YOUTH INVENTORY, FORM G*<br>*Getting Along With Others* | | GR 7-12 | STS | 6 | 13 | 4 |
| 22 Social Temperament: Self Speculation | | | | | | |
| *THE PERSONAL AUDIT, FORM LL*<br>*Seriousness-Impulsiveness, Part I* | | High School & up | SRA | 6 | 9 | 4 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor A (Reserved vs. Outgoing)* | | 17 yrs. & up | IPAT | 9 | 12 | 5 |
| *TEST OF SOCIAL INSIGHT, ADULT*<br>*Total Test* | | Adult | MMB | 2 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, YOUTH*<br>*Total Test* | | Youth | MMB | 2 | 9 | 3 |
| 23 Social Temperament: Self Judgment | | | | | | |
| *ADJECTIVE CHECKLIST*<br>*Aff (Affiliation)* | | College & Adult | CPP | 5 | 12 | 5 |
| *FIRO-B*<br>*Expressed Inclusion* | | GR 8 & up | CPP | 5 | 11 | 3 |
| *FIRO-B*<br>*Wanted Inclusion* | | GR 8 & up | CPP | 5 | 11 | 2 |

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TEST* | | est. 16 yrs.-Adult | PA | 9 | 7 | 2 | 2 | 4 | 0 | | FFPPFP |
| *INVENTORY*<br>*hips* | | GR 9-12 | PC | 6 | 12 | 5 | 4 | 8 | 0 | | PGFPGP |
| *y)* | | High School & up | CPP | 6 | 11 | 2 | 4 | 7 | 0 | | PGPPGP |
| *FORM G*<br>*th Others* | | GR 4-8 | STS | 2 | 13 | 0 | 2 | 7 | 0 | | PGPPGP |
| *FORM G*<br>*th Others* | | GR 7-12 | STS | 6 | 13 | 4 | 6 | 7 | 0 | | PGPFGP |
| Self Speculation | | | | | | | | | | | |
| *ORM LL*<br>*lsiveness, Part I* | | High School & up | SRA | 6 | 9 | 4 | 5 | 8 | 0 | | PFFFGP |
| *ACTOR QUESTIONNAIRE, FORM A*<br>*ed vs. Outgoing)* | | 17 yrs. & up | IPAT | 9 | 12 | 5 | 6 | 8 | 3 | | FGFFGF |
| *T, ADULT* | | Adult | MMB | 2 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| *T, YOUTH* | | Youth | MMB | 2 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| Self Judgment | | | | | | | | | | | |
| *)* | | College & Adult | CPP | 5 | 12 | 5 | 1 | 7 | 0 | | PGFPGP |
| *ion* | | GR 8 & up | CPP | 5 | 11 | 3 | 0 | 7 | 0 | | PGPPGP |
| | | GR 8 & up | CPP | 5 | 11 | 2 | 0 | 7 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0- |
| *GORDON PERSONAL PROFILE*<br>*Sociability* | | High School & Adult | HBJ | 6 | 12 | 6 |
| *GUIDANCE INVENTORY* | 3B3 | High School | RPG | | | |
| *MANAGEMENT APTITUDE INVENTORY*<br>*R (Relations with Others)* | | Adult | PBR | 6 | 12 | 4 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Acquiescence Scale* | | High School & up | CPP | 6 | 12 | 4 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Social Scale* | | High School & up | CPP | 5 | 12 | 4 |
| *A WEIGHTED SCORE LIKABILITY RATING SCALE* | 1A3 2B3<br>1F3 2C3<br>2A3 2D3 | 6-17 yrs. | ABC | 4 | 9 | 1 |
| 24 Social Temperament: Description About Others | | | | | | |
| *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*Self* | | 5-8 yrs. | BMC | 2 | 12 | 1 |
| *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*Community* | | 5-8 yrs. | BMC | 2 | 7 | 1 |
| 25 Social Temperament: Speculation About Others | | | | | | |
| 26 Social Temperament: Judgment About Others | | | | | | |
| *BEHAVIOR INVENTORY* | | est. 5-11 yrs. | ETS | 4 | 9 | 0 |
| *THE COMPARATOR* | | Adult | IRC | 2 | 4 | 0 |
| *A COURTSHIP ANALYSIS*<br>*Habits* | | est. Adult | FLP | 5 | 9 | 0 |

Y TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | High School & Adult | HBJ | 6 | 12 | 6 | 6 | 8 | 0 | | PGFFGP |
| | 3B3 | High School | [illegible] | | | | | | | | |
| *NTORY*<br>*thers)* | | Adult | PBR | 6 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *VENTORY* | | High School & up | CPP | 6 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *VENTORY* | | High School & up | CPP | 5 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *ITY RATING SCALE* | 1A3 2B3<br>1F3 2C3<br>2A3 2D3 | 6-17 yrs. | ABC | 4 | 9 | 1 | 3 | 4 | 0 | | PFPPFP |
| cription About Others | | | | | | | | | | | |
| *TORY, DELTA FORM* | | 5-8 yrs. | BMC | 2 | 12 | 1 | 3 | 4 | 0 | * | PGPPFP |
| *TORY, DELTA FORM* | | 5-8 yrs. | BMC | 2 | 7 | 1 | 3 | 4 | 0 | * | PFPPFP |
| eculation About Others | | | | | | | | | | | |
| dgment About Others | | | | | | | | | | | |
| | | est. 5-11 yrs. | ETS | 4 | 9 | 0 | 0 | 4 | 0 | | PFPPFP |
| | | Adult | IRC | 2 | 4 | 0 | 0 | 4 | 0 | | PPPPFP |
| | | est. Adult | FLP | 5 | 9 | 0 | 0 | 8 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *A MARRIAGE ANALYSIS*<br>*Feelings Toward Marriage Partner* | | Adult | FLP | 2 | 10 | 0 |
| *MINNESOTA RATING SCALE FOR PERSONAL QUALITIES AND ABILITIES* | | College | UMP | 6 | 12 | 0 |
| *THE PERSONAL AUDIT, FORM LL*<br>*Frankness-Evasion, Part IV* | | High School & up | SRA | 6 | 10 | 4 |
| *PERSONALITY DEVELOPMENT RECORD* | | est. GR 10-12 | GC | 4 | 12 | 0 |
| 27 Social Temperament: Contrived Behavioral Situation | | | | | | |
| *SELF-SOCIAL SYMBOLS TASKS, ADOLESCENT FORM*<br>*Group Identification* | | Adolescent | IDHR | 5 | 10 | 0 |
| 28 Social Temperament: Actual Behavioral Situation | | | | | | |
| *SOCIAL COMPETENCE INVENTORY, ADULT FORM*<br>*Social Relationships* | | Adult | FLP | 8 | 13 | 0 |
| *SOCIAL COMPETENCE INVENTORY, OLDER PERSONS FORM*<br>*Social Relationships* | | Older Adults | FLP | 7 | 13 | 0 |
| 2A1 Dependence-Independence: Self Description | | | | | | |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Good Impression* | | 12 yrs. & up | CPP | 3 | 8 | 2 |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*E Scale (Being with Other People)* | | Adolescent 11-16 yrs. | GG | 4 | 10 | 3 |
| *CREE QUESTIONNAIRE* | V10 | Adult | IRC | | | |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Autonomy* | | College & Adult | PC | 10 | 13 | 6 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *rriage Partner* | | Adult | FLP | 2 | 10 | 0 | 2 | 8 | 0 | | PFPPGP |
| *FOR PERSONAL QUALITIES AND ABILITIES* | | College | UMP | 6 | 12 | 0 | 1 | 4 | 0 | | PGPPFP |
| *M LL*<br>*Part IV* | | High School & up | SRA | 6 | 10 | 4 | 5 | 8 | 0 | | PFFFGP |
| *RECORD* | | est. GR 10-12 | GC | 4 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| ntrived Behavioral Situation | | | | | | | | | | | |
| *S, ADOLESCENT FORM*<br>*n* | | Adolescent | IDHR | 5 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| tual Behavioral Situation | | | | | | | | | | | |
| *ORY, ADULT FORM*<br>*s* | | Adult | FLP | 8 | 13 | 0 | 4 | 4 | 0 | | FGPPFP |
| *ORY, OLDER PERSONS FORM*<br>*s* | | Older Adults | FLP | 7 | 13 | 0 | 4 | 4 | 0 | | PGPPFP |
| Self Description | | | | | | | | | | | |
| *INVENTORY* | | 12 yrs. & up | CPP | 3 | 8 | 2 | 6 | 6 | 0 | | PFPFFP |
| *ESSMENT*<br>*Other People)* | | Adolescent 11-16 yrs. | GG | 4 | 10 | 3 | 4 | 7 | 0 | | PFPPGP |
| | V10 | Adult | IRC | | | | | | | | |
| *NCE SCHEDULE* | | College & Adult | PC | 10 | 13 | 6 | 5 | 7 | 0 | | FGFFGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Nurturance* | | College & Adult | PC | 7 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Succorance* | | College & Adult | PC | 8 |
| *FIRO-F*<br>*Wanted Affection* | | est. GR 8-Adult | CPP | 4 |
| *FIRO-F*<br>*Wanted Control* | | GR 8-Adult | CPP | 0 |
| *FIRO-F*<br>*Wanted Inclusion* | | GR 8-Adult | CPP | 4 |
| *FL (FLUENCY) OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 4 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor Q2 (Dependent vs. Self-Sufficient)* | | 12-18 yrs. | IPAT | 6 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$CB^{Fa}$ *(Control Behavior-Father)* | | Adult | CPP | 4 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$CB^{Mo}$ *(Control Behavior-Mother)* | | Adult | CPP | 4 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*Au (Autonomy)* | | College | PC | 9 |
| *PERSONALITY INVENTORY*<br>*B2-S (Self-Sufficiency)* | | High School & up | CPP | 6 |
| *SOCIAL DESIRABILITY SCALE* | 1B1 | est. 15 yrs.-Adult | DPC | 4 |
| 2A2 Dependence-Independence: Self Speculation | | | | |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Forthright vs. Shrewd* | | 6-8 yrs. | IPAT | 2 |

## RY TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee - Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| ENCE SCHEDULE | | College & Adult | PC | 7 | 12 | 5 | 5 | 7 | 0 | | PGFFGP |
| ENCE SCHEDULE | | College & Adult | PC | 8 | 12 | 5 | 5 | 7 | 0 | | FGFFGP |
| | | est. GR 8-Adult | CPP | 4 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| | | GR 8-Adult | CPP | 0 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| | | GR 8-Adult | CPP | 4 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| RVEY (SELECTED ITEMS) | | High School & up | SPS | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| OL PERSONALITY QUESTIONNAIRE), FORM A<br>nt vs. Self-Sufficient) | | 12-18 yrs. | IPAT | 6 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| AL HISTORY ENQUIRY): A FIRO SCALE<br>vior-Father) | | Adult | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| AL HISTORY ENQUIRY): A FIRO SCALE<br>vior-Mother) | | Adult | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| Y INVENTORY), FORM F | | College | PC | 9 | 13 | 4 | 4 | 8 | 0 | | FGPPGP |
| ency) | | High School & up | CPP | 6 | 11 | 2 | 4 | 7 | 0 | | PGPPGP |
| LE | 1B1 | est. 15 yrs.-Adult | DPC | 4 | 9 | 4 | 3 | 7 | 0 | | PFPPGP |
| e: Self Speculation | | | | | | | | | | | |
| Y QUESTIONNAIRE<br>eud | | 6-8 yrs. | IPAT | 2 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |

AFFECTIVE SUMMARY T

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teachin |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Reserved vs. Outgoing* | | 6-8 yrs. | IPAT | 4 | 11 | 3 | 4 |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Tough-Minded vs. Tender-Minded* | | 6-8 yrs. | IPAT | 6 | 11 | 3 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Avoids Arguments* | | 18 yrs. & up | SRA | 7 | 11 | 3 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Conforms* | | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Cooperative* | | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Dependent* | | 18 yrs. & up | SRA | 11 | 11 | 4 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Easily Influenced* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Feels Superior* | | 18 yrs. & up | SRA | 7 | 11 | 3 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Likes To Be Alone* | | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Wants Sympathy* | | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 |
| *THE LEADERSHIP Q-SORT TEST*<br>*Mental Health* | | est. 16 yrs.-Adult | PA | 3 | 7 | 2 | 2 |
| *PASS (PRIMARY ACADEMIC SENTIMENT SCALE)*<br>*Dependency Scale* | | 4-7 yrs. | PII | 8 | 9 | 2 | 4 |
| *SCHWARTZ SCALES*<br>*Autonomy* | | High School | CSE | 4 | 13 | 2 | 1 |
| 2A3 Dependence-Independence: Self Judgment | | | | | | | |

| IC CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *UESTIONNAIRE* |  | 6-8 yrs. | IPAT | 4 | 11 | 3 | 4 | 6 | 0 |  | PGPPFP |
| *UESTIONNAIRE*<br>*er-Minded* |  | 6-8 yrs. | IPAT | 6 | 11 | 3 | 4 | 6 | 0 |  | PGPPFP |
| *ORY* |  | 18 yrs. & up | SRA | 7 | 11 | 3 | 4 | 8 | 0 |  | PGPPGP |
| *ORY* |  | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 | 8 | 3 |  | FGPPGF |
| *ORY* |  | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 | 8 | 0 |  | FGPPGP |
| *ORY* |  | 18 yrs. & up | SRA | 11 | 11 | 4 | 4 | 8 | 0 |  | FGPPGP |
| *ORY* |  | 18 yrs. & up | SRA | 9 | 11 | 4 | 4 | 8 | 0 |  | FGPPGP |
| *ORY* |  | 18 yrs. & up | SRA | 7 | 11 | 3 | 4 | 8 | 0 |  | PGPPGP |
| *ORY* |  | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 | 8 | 3 |  | FGPPGF |
| *ORY* |  | 18 yrs. & up | SRA | 8 | 11 | 3 | 4 | 8 | 0 |  | FGPPGP |
|  |  | est. 16 yrs.-Adult | PA | 3 | 7 | 2 | 2 | 4 | 0 |  | PFPPFP |
| *TIMENT SCALE)* |  | 4-7 yrs. | PII | 8 | 9 | 2 | 4 | 5 | 0 |  | FFPPFP |
|  |  | High School | CSE | 4 | 13 | 2 | 1 | 7 | 0 |  | PGPPGP |
| Self Judgment |  |  |  |  |  |  |  |  |  |  |  |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *ADJECTIVE CHECKLIST*<br>*Aut (Autonomy)* | | College & Adult | CPP | 7 |
| *ADJECTIVE CHECKLIST*<br>*Def (Deference)* | | College & Adult | CPP | 10 |
| *ADJECTIVE CHECKLIST*<br>*Suc (Succorance)* | | College & Adult | CPP | 7 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Independence* | | 18 yrs. & up | WPS | 5 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Self-Expression* | | 18 yrs. & up | WPS | 6 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Psychological-Mindedness* | | 12 yrs. & up | CPP | 4 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Submissiveness* | | GR 9 & up | EAC | 8 |
| *MEASURES OF AFFILIATIVE TENDENCY AND SENSITIVITY TO REJECTION*<br>*Affiliative Tendency* | | Adult | AM | 8 |
| *MEASURES OF AFFILIATIVE TENDENCY AND SENSITIVITY TO REJECTION*<br>*Sensitivity to Rejection* | | Adult | AM | 8 |
| *PERSONAL HISTORY INDEX*<br>*Financial Responsibility* | | 17 yrs. & up | IRC | 4 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Capacity for Intimate Contact* | | 13 yrs. & up | EITS | 8 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Existentiality* | | 13 yrs. & up | EITS | 8 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Inner-Support Items* | | 13 yrs. & up | EITS | 8 |
| *PUBLIC OPINION QUESTIONNAIRE (ALIENATION SCALE)*<br>*Social Isolation* | | High School | DGD | 4 |

Y TEST EVALUATIONS

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | College & Adult | CPP | 7 | 12 | 4 | 1 | 7 | 0 | | PGPPGP |
| | | College & Adult | CPP | 10 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| | | College & Adult | CPP | 7 | 12 | 3 | 1 | 7 | 0 | | PGPPGP |
| EVALUATION SCHEDULES, FORM DS | | 18 yrs. & up | WPS | 5 | 11 | 3 | 4 | 7 | 0 | | PGPPGP |
| EVALUATION SCHEDULES, FORM DS | | 18 yrs. & up | WPS | 6 | 11 | 3 | 4 | 7 | 0 | | PGPPGP |
| INVENTORY<br>ness | | 12 yrs. & up | CPP | 4 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| SELF? FORM NE-21 | | GR 9 & up | EAC | 8 | 11 | 3 | 2 | 7 | 0 | | FGPPGP |
| TENDENCY AND SENSITIVITY TO REJECTION | | Adult | AM | 8 | 13 | 2 | 1 | 7 | 0 | | FGPPGP |
| TENDENCY AND SENSITIVITY TO REJECTION<br>ction | | Adult | AM | 8 | 13 | 3 | 1 | 7 | 0 | | FGPPGP |
| lity | | 17 yrs. & up | IRC | 4 | 11 | 2 | 2 | 8 | 0 | | PGPPGP |
| ENTORY<br>te Contact | | 13 yrs. & up | EITS | 8 | 11 | 5 | 4 | 7 | 0 | | FGFPGP |
| ENTORY | | 13 yrs. & up | EITS | 8 | 11 | 5 | 4 | 7 | 0 | | FGFPGP |
| ENTORY | | 13 yrs. & up | EITS | 8 | 11 | 6 | 4 | 7 | 0 | | FGFPGP |
| AIRE (ALIENATION SCALE) | | High School | DGD | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |

AFFECTIVE SUMMARY T

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0- |
| *PUPIL CREATIVITY CONCEPT Q-SORT*<br>*Non-Conforming* | | GR 6 & up | EHB | 4 | 6 | 0 | 0 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor I (Tough-minded vs. Tender-minded)* | | 17 yrs. & up | IPAT | 7 | 11 | 5 | 6 |
| *SCHWARTZ SCALES*<br>*Independence From Family Authority* | | High School | CSE | 2 | 13 | 2 | 1 |
| *SCHWARTZ SCALES*<br>*Independence From Peers* | | High School | CSE | 2 | 13 | 2 | 1 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor Q2 (Group-dependent vs. Self-sufficient)* | | 17 yrs. & up | IPAT | 9 | 13 | 4 | 6 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor Q3 (Undisciplined Self-Conflict vs. Controlled)* | | 17 yrs. & up | IPAT | 7 | 12 | 4 | 6 |
| *SURVEY OF INTERPERSONAL VALUES*<br>*Independence* | | High School & Adult | SRA | 9 | 9 | 5 | 7 |
| *SURVEY OF INTERPERSONAL VALUES*<br>*Recognition* | | High School & Adult | SRA | 9 | 9 | 5 | 6 |
| *SURVEY OF INTERPERSONAL VALUES*<br>*Support* | | High School & Adult | SRA | 9 | 9 | 6 | 7 |
| *TEST OF INSIGHT* | 1F3 | 18 yrs. & up | PRL | | | | |
| *TRAIT EVALUATION INDEX*<br>*Independence* | | College | MMB | 11 | 12 | 6 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Conformity* | | Adult | PA | 6 | 8 | 3 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Independence* | | Adult | PA | 8 | 8 | 3 | 2 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need I: Belonging* | | GR 3 & up | MES | 6 | 7 | 0 | 2 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | GR 6 & up | EHB | 4 | 6 | 0 | 0 | 5 | 0 | | PFPPFP |
| *ONNAIRE, FORM A*<br>*ender-minded)* | | 17 yrs. & up | IPAT | 7 | 11 | 5 | 6 | 8 | 3 | | PGFFGF |
| *hority* | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| *ONNAIRE, FORM A*<br>*s. Self-sufficient)* | | 17 yrs. & up | IPAT | 9 | 13 | 4 | 6 | 8 | 3 | | FGPFGF |
| *ONNAIRE, FORM A*<br>*f-Conflict vs. Controlled)* | | 17 yrs. & up | IPAT | 7 | 12 | 4 | 6 | 8 | 3 | | PGPFGF |
| | | High School & Adult | SRA | 9 | 9 | 5 | 7 | 6 | 0 | | FFFFFP |
| | | High School & Adult | SRA | 9 | 9 | 5 | 6 | 6 | 0 | | FFFFFP |
| | | High School & Adult | SRA | 9 | 9 | 6 | 7 | 6 | 0 | | FFFFFP |
| | 1F3 | 18 yrs. & up | PRL | | | | | | | | |
| | | College | MMB | 11 | 12 | 6 | 2 | 6 | 0 | | FGFPFP |
| *TORY* | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *TORY* | | Adult | PA | 8 | 8 | 3 | 2 | 7 | 0 | | FFPPGP |
| | | GR 3 & up | MES | 6 | 7 | 0 | 2 | 5 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
|  |  |  |  | 0-15 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need II: Adequacy* |  | GR 3 & up | MES | 4 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need V: Love and Affection* |  | GR 3 & up | MES | 4 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Status Scale* |  | High School & up | CPP | 4 |
| *A WEIGHTED-SCORE LIKABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC |  |
| 2A4 Dependence-Independence: Description About Others |  |  |  |  |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Anxiety With Adults* |  | 5-6 yrs. | EITS | 5 |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Anxiety With Children* |  | 5-16 yrs. | EITS | 5 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Needs Approval, Dependency* |  | Adolescent | DFP | 3 |
| 2A5 Dependence-Independence: Speculation About Others |  |  |  |  |
| 2A6 Dependence-Independence: Judgment About Others |  |  |  |  |
| 2A7 Dependence-Independence: Contrived Behavioral Situation |  |  |  |  |
| *SELF-SOCIAL SYMBOLS TASKS, PRESCHOOL AND ADOLESCENT FORMS*<br>*Minority Identification* |  | GR K-12 | IDHR | 5 |
| 2A8 Dependence-Independence: Actual Behavioral Situation |  |  |  |  |
| *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*I (Initiative)* |  | College | ETS | 7 |

## TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *FORM A* | | GR 3 & up | MES | 4 | 6 | 0 | 2 | 5 | 0 | | PFPPFP |
| *FORM A*<br>*fection* | | GR 3 & up | MES | 4 | 7 | 0 | 2 | 5 | 0 | | PFPPFP |
| *ENTORY* | | High School & up | CPP | 4 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *TY RATING SCALE* | 23 | 6-17 yrs. | ABC | | | | | | | | |
| Description About Others | | | | | | | | | | | |
| *GUIDES, BOY AND GIRL FORMS* | | 5-6 yrs. | EITS | 5 | 10 | 3 | 2 | 5 | 0 | | PFPPFP |
| *GUIDES, BOY AND GIRL FORMS* | | 5-16 yrs. | EITS | 5 | 9 | 3 | 2 | 5 | 0 | | PFPPFP |
| *IOR RATING SCALE*<br>*ndency* | | Adolescent | DFP | 3 | 9 | 5 | 4 | 3 | 0 | | PFFPPP |
| Speculation About Others | | | | | | | | | | | |
| Judgment About Others | | | | | | | | | | | |
| Contrived Behavioral Situation | | | | | | | | | | | |
| *, PRESCHOOL AND ADOLESCENT FORMS*<br>*tion* | | GR K-12 | IDHR | 5 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| Actual Behavioral Situation | | | | | | | | | | | |
| *E STUDENTS IN BUSINESS* | | College | ETS | 7 | 13 | 1 | 3 | 3 | 0 | | PGPPPP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SOCIAL COMPETENCE INVENTORY, ADULT FORM*<br>*Self-Care* | | Adults | FLP | 8 | 13 | 0 |
| *SOCIAL COMPETENCE INVENTORY, OLDER PERSONS FORM*<br>*Self-Care* | | Older<br>Adults | FLP | 7 | 13 | 0 |
| 2B1 Hostility-Friendliness: Self Description | | | | | | |
| *ADJUSTMENT INVENTORY, STUDENT FORM*<br>*Hostility* | | GR 9-16 | CPP | 8 | 13 | 3 |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*P (Paranoid-Naive)* | | College<br>& Adult | MMB | 3 | 12 | 6 |
| *DIMENSIONS OF TEMPERAMENT*<br>*Accepting - Critical* | | est. GR<br>10-14 | PC | 6 | 12 | 4 |
| *DIPLOMACY TEST OF EMPATHY, FORM A* | | Adult | PA | 6 | 9 | 4 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Affiliation* | | College<br>& Adult | PC | 7 | 12 | 5 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Aggression* | | College<br>& Adult | PC | 8 | 12 | 5 |
| *THE EMPATHY TEST, FORM B* | | Adult | PA | 5 | 12 | 6 |
| *FIRO-F*<br>*Expressed Affection* | | GR 8-Adult | CPP | 4 | 11 | 0 |
| *FIRO-F*<br>*Expressed Control* | | GR 8-Adult | CPP | 2 | 11 | 0 |
| *FIRO-F*<br>*Expressed Inclusion* | | GR 8-Adult | CPP | 4 | 11 | 0 |
| *GROUP COHESIVENESS: A STUDY OF GROUP MORALE*<br>*Homogeneity of Attitude* | | Adult | PA | 2 | 10 | 1 |

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ADULT FORM* | | Adults | FLP | 8 | 13 | 0 | 4 | 4 | 0 | | FGPPFP |
| *LDER PERSONS FORM* | | Older Adults | FLP | 7 | 13 | 0 | 4 | 4 | 0 | | PGPFFP |
| Description | | | | | | | | | | | |
| *FORM* | | GR 9-16 | CPP | 8 | 13 | 3 | 6 | 8 | 0 | | FGPFGP |
| *RY* | | College & Adult | MMB | 3 | 12 | 6 | 3 | 8 | 0 | | PGFPGP |
| | | est. GR 10-14 | PC | 6 | 12 | 4 | 3 | 8 | 0 | | PGPPGP |
| *M A* | | Adult | PA | 6 | 9 | 4 | 6 | 8 | 0 | | PFPFGP |
| *CHEDULE* | | College & Adult | PC | 7 | 12 | 5 | 5 | 7 | 0 | | PGFFGP |
| *CHEDULE* | | College & Adult | PC | 8 | 12 | 5 | 5 | 7 | 0 | | FGFFGP |
| | | Adult | PA | 5 | 12 | 6 | 6 | 8 | 5 | | PGFFGG |
| | | GR 8-Adult | CPP | 4 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| | | GR 8-Adult | CPP | 2 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| | | GR 8-Adult | CPP | 4 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| *F GROUP MORALE* | | Adult | PA | 2 | 10 | 1 | 4 | 8 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| *MULTIPLE AFFECT ADJECTIVE CHECKLIST*<br>*Hostility* | | College & Adult | EITS |
| *P. A. (PERSONAL ADJUSTMENT) INVENTORY*<br>*Social Maladjustment* | | 9-13 yrs. | AP |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*Par (Paranoia)* | | Adult | MMB |
| *SOCIAL INTELLIGENCE TEST*<br>*Recognition of the Mental State of the Speaker* | | Adult | WPS |
| *SURVEY OF PERSONAL ATTITUDE*<br>*Social Attitude* | | 18 yrs. & up | PRA |
| 2B2 Hostility-Friendliness: Self Speculation | | | |
| *CPF (CONTACT PERSONALITY FACTOR), FORM A* | | GR 7-Adult | IPAT |
| *EDWARDS PERSONALITY INVENTORY*<br>*Becomes Angry* | 1B2 | 18 yrs. & up | SRA |
| *EDWARDS PERSONALITY INVENTORY*<br>*Considerate* | | 18 yrs. & up | SRA |
| *EDWARDS PERSONALITY INVENTORY*<br>*Critical of Others* | | 18 yrs. & up | SRA |
| *EDWARDS PERSONALITY INVENTORY*<br>*Feels Misunderstood* | | 18 yrs. & up | SRA |
| *EDWARDS PERSONALITY INVENTORY*<br>*Helps Others* | | 18 yrs. & up | SRA |
| *EDWARDS PERSONALITY INVENTORY*<br>*Kind to Others* | | 18 yrs. & up | SRA |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*Pg (Pugnacity-Sadism)* | | College & Adult | IPAT |

## EST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ECKLIST* | | College & Adult | EITS | 7 | 13 | 1 | 4 | 8 | 0 | | PGPPGP |
| *INVENTORY* | | 9-13 yrs. | AP | 5 | 7 | 1 | 2 | 6 | 0 | | PFPPFP |
| *ALITY* | | Adult | MMB | 6 | 8 | 5 | 3 | 7 | 0 | | PFFPGP |
| *al State of the Speaker* | | Adult | WPS | 0 | 8 | 0 | 1 | 7 | 0 | | PFPPGP |
| | | 18 yrs. & up | PRA | 7 | 11 | 4 | 2 | 5 | 0 | | PGPPFP |
| f Speculation | | | | | | | | | | | |
| *TOR), FORM A* | | GR 7-Adult | IPAT | 7 | 12 | 3 | 6 | 7 | 5 | | PGPFGG |
| *RY* | 1B2 | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 | 8 | 0 | | PGPPGP |
| *RY* | | 18 yrs. & up | SRA | 9 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| *RY* | | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *RY* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *RY* | | 18 yrs. & up | SRA | 10 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| *RY* | | 18 yrs. & up | SRA | 7 | 11 | 4 | 4 | 8 | 3 | | PGPPGF |
| *ST)* | | College & Adult | IPAT | 5 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *THE PERSONAL AUDIT, FORM LL*<br>*Tolerance-Intolerance, Part VI* | | High School & up | SRA | 8 | 10 | 4 |
| *SITUATION EXERCISES* | | GR 3-9 | JRT | 6 | 8 | 0 |
| *TEST OF SOCIAL INSIGHT, ADULT*<br>*Aggressiveness* | | Adult | MMB | 0 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, ADULT*<br>*Competitiveness* | | Adult | MMB | 2 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, ADULT*<br>*Cooperativeness* | | Adult | MMB | 2 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, YOUTH*<br>*Aggressiveness* | | 11-18 yrs. | MMB | 0 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, YOUTH*<br>*Competitiveness* | | 11-18 yrs. | MMB | 0 | 9 | 3 |
| *TEST OF SOCIAL INSIGHT, YOUTH*<br>*Cooperativeness* | | Adult | MMB | 2 | 9 | 3 |
| 2B3 Hostility-Friendliness: Self Judgment | | | | | | |
| *ADJECTIVE CHECKLIST*<br>*Agg (Aggression)* | | College & Adult | CPP | 9 | 12 | 5 |
| *ADJECTIVE CHECKLIST*<br>*Nur (Nurturance)* | | College & Adult | CPP | 10 | 12 | 5 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Tolerance* | | 12 yrs.-Adult | CPP | 3 | 9 | 2 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Social Skills* | | Adult | CTB | 7 | 12 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Social Skills* | | GR 4-8 | CTB | 7 | 12 | 3 |

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| t VI | | High School & up | SRA | 8 | 10 | 4 | 5 | 8 | 0 | | FFFFGP |
| | | GR 3-9 | JRT | 6 | 8 | 0 | 0 | 1 | 0 | | PFPPPP |
| | | Adult | MMB | 0 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| | | Adult | MMB | 2 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| | | Adult | MMB | 2 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| | | 11-18 yrs. | MMB | 0 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| | | 11-18 yrs. | MMB | 0 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| | | Adult | MMB | 2 | 9 | 3 | 5 | 7 | 0 | | PFPFGP |
| udgment | | | | | | | | | | | |
| | | College & Adult | CPP | 9 | 12 | 5 | 1 | 7 | 0 | | FGFPGP |
| | | College & Adult | CPP | 10 | 12 | 5 | 1 | 7 | 0 | | FGFPGP |
| ORY | | 12 yrs.-Adult | CPP | 3 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| ADULT, FORM AA | | Adult | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| ELEMENTARY, FORM AA | | GR 4-8 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level |
|---|---|---|
| | | |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Social Skills* | | GR 7-10 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Social Skills* | | GR K-3 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Social Skills* | | GR 9-13 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*A: Reserved vs. Easy Going* | | 8-12 yrs. |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*J: Vigorous vs. Restrained* | | 8-12 yrs. |
| *EGO-STRENGTH Q-SORT TEST*<br>*Social Status* | | 18 yrs.<br>& up |
| *EMOTIONS PROFILE INDEX*<br>*Destruction* | | Adult |
| *EMOTIONS PROFILE INDEX*<br>*Rejection* | | Adult |
| *EMOTIONS PROFILE INDEX*<br>*Reproduction* | | Adult |
| *EMPATHY RATING SCALE*<br>*Self Rating* | | Adult |
| *FIRO-B*<br>*Expressed Affection* | | GR 8 & up |
| *FIRO-B*<br>*Wanted Affection* | | GR 8 & up |
| *GORDON PERSONAL INVENTORY*<br>*Personal Relations* | | High School<br>& Adult |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Cooperativeness* | | GR 9 & up |

MMARY TEST EVALUATIONS

| XONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*lls* |  | GR 7-10 | CTB | 7 | 12 | 3 | 4 | 7 | 5 |  | PGPPGG |
| *OF PERSONALITY, PRIMARY, FORM AA*<br>*lls* |  | GR K-3 | CTB | 7 | 12 | 3 | 4 | 7 | 5 |  | PGPPGG |
| *OF PERSONALITY, SECONDARY, FORM AA*<br>*lls* |  | GR 9-13 | CTB | 7 | 12 | 3 | 4 | 7 | 5 |  | PGPPGG |
| *PERSONALITY QUESTIONNAIRE), FORM A*<br>*ed vs. Easy Going* |  | 8-12 yrs. | IPAT | 3 | 10 | 4 | 4 | 7 | 4 |  | PFPPGG |
| *PERSONALITY QUESTIONNAIRE), FORM A*<br>*us vs. Restrained* |  | 8-12 yrs. | IPAT | 3 | 10 | 3 | 4 | 7 | 3 |  | PFPPGF |
| *ORT TEST*<br>*tus* |  | 18 yrs. & up | PA | 6 | 8 | 0 | 1 | 3 | 0 |  | PFPPPP |
| *E INDEX*<br>*n* |  | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 |  | PGPPGP |
| *E INDEX* |  | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 |  | PGPPGP |
| *E INDEX*<br>*on* |  | Adult | RP | 5 | 12 | 4 | 2 | 7 | 0 |  | PGPPGP |
| *SCALE*<br>*g* |  | Adult | RFD | 2 | 5 | 2 | 0 | 5 | 0 |  | PPPPFP |
| *Affection* |  | GR 8 & up | CPP | 7 | 11 | 2 | 0 | 7 | 0 |  | PGPPGP |
| *ection* |  | GR 8 & up | CPP | 7 | 11 | 2 | 0 | 7 | 0 |  | PGPPGP |
| *INVENTORY*<br>*elations* |  | High School & Adult | HBJ | 8 | 12 | 4 | 6 | 8 | 0 |  | FGPFGP |
| *KNOW YOURSELF? FORM NE-21*<br>*eness* |  | GR 9 & up | EAC | 9 | 10 | 4 | 2 | 7 | 0 |  | FFPPGP |

AFFECTIVE SUMMARY

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Hypercriticalness* | | GR 9 & up | EAC | 9 | 11 | 3 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Irritability* | | GR 9 & up | EAC | 7 | 11 | 4 |
| *IPAT 8-PARALLEL-FORM ANXIETY BATTERY, FORM A*<br>*Comments* | | 16 yrs. & up | IPAT | 3 | 9 | 1 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 2: Dry Wit vs. Good-Natured Play* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 3: Compensation vs. Tough Self-Exposure* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 4: Flirtatious Playfulness vs. Gruesomeness* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 5: Urbane Pleasantness vs. Hostile Derogation* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 6: Impudent Defiance of Decency vs. Resignation* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED.*<br>*Factor 10: Cheerful Independence vs. Mistreatment Humor* | | est. 16 yrs. & up | IPAT | 1 | 7 | 2 |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*247-G: What is Your Comment?* | | 14 yrs. & up | IPAT | 3 | 9 | 3 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Altruism* | | Adult | LSW | 13 | 13 | 5 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Complexity* | | Adult | LSW | 4 | 13 | 3 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Independence* | | Adult | LSW | 9 | 13 | 4 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Multiplexity* | 3C3 | Adult | LSW | 4 | 13 | 3 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *URSELF? FORM NE-21* | | GR 9 & up | EAC | 9 | 11 | 3 | 2 | 7 | 0 | | FGPPGP |
| *URSELF? FORM NE-21* | | GR 9 & up | EAC | 7 | 11 | 4 | 2 | 7 | 0 | | PGPPGP |
| *XIETY BATTERY, FORM A* | | 16 yrs. & up | IPAT | 3 | 9 | 1 | 1 | 7 | 5 | | PFPPGG |
| *ONALITY, FORM A, 1963 ED.*<br>*vs. Good-Natured Play* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *ONALITY, FORM A, 1963 ED.*<br>*ation vs. Tough Self-Exposure* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *ONALITY, FORM A, 1963 ED.*<br>*ous Playfulness vs. Gruesomeness* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *ONALITY, FORM A, 1963 ED.*<br>*Pleasantness vs. Hostile Derogation* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *ONALITY, FORM A, 1963 ED.*<br>*Defiance of Decency vs. Resignation* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| *ONALITY, FORM A, 1963 ED.*<br>*ul Independence vs. Mistreatment Humor* | | est. 16 yrs. & up | IPAT | 1 | 7 | 2 | 7 | 8 | 3 | | PFPFGF |
| *ANXIETY BATTERY, 1959-60 REV.*<br>*ur Comment?* | | 14 yrs. & up | IPAT | 3 | 9 | 3 | 7 | 7 | 2 | | PFPFGF |
| *NATURE) SCALE* | | Adult | LSW | 13 | 13 | 5 | 5 | 7 | 0 | | GGFFGP |
| *NATURE) SCALE* | | Adult | LSW | 4 | 13 | 3 | 5 | 7 | 0 | | PGPFGP |
| *NATURE) SCALE* | | Adult | LSW | 9 | 13 | 4 | 5 | 7 | 0 | | FGPFGP |
| *NATURE) SCALE* | 3C3 | Adult | LSW | 4 | 13 | 3 | 5 | 7 | 0 | | PGPFGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Positive-Negative* | 3C3 | Adult | LSW | 11 | 13 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Trustworthiness* | | Adult | LSW | 11 | 13 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Self-Others Questionnaire*<br>*Others* | | est. 16 yrs. & up | MGH | 6 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Tulane Factors of Liberalism-Conservatism Attitude Values Profile - Social Items* | | Adult | MGH | 4 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*People in General* | | Adult | MGH | 4 | 11 |
| *THE SCRAMBLED SENTENCE TEST, FORM C* | | 14 yrs. & up | FC | 7 | 9 |
| *SELF-INSIGHT TEST, FORM A*<br>*Acceptance of Others* | | 16 yrs. & up | BNM | 4 | 11 |
| *SELF-REPORT INVENTORY, FORM R-3*<br>*Others Scales* | PG3 | 18 yrs. & up | OBL | 8 | 10 |
| *S-IDENT (SELF-IDENTIFICATION) FORM* | 1B3 | 18 yrs. & up | EB | | |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor L (Trusting vs. Suspicious)* | | 17 yrs. & up | IPAT | 11 | 12 |
| *SURVEY OF INTERPERSONAL VALUES*<br>*Benevolence* | | High School & Adult | SRA | 9 | 9 |
| *TENNESSEE SELF-CONCEPT SCALE, COUNSELING FORM*<br>*Social Self* | | 12 yrs. & up | CRT | 9 | 11 |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Sociable* | | 16 yrs. & up | SRA | 9 | 13 |
| *TRAIT EVALUATION INDEX*<br>*Benevolence* | | College | MMB | 7 | 13 |

TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ATURE) SCALE* | 3C3 | Adult | LSW | 11 | 13 | 3 | 5 | 6 | 0 | | FGPFFP |
| *ATURE) SCALE* | | Adult | LSW | 11 | 13 | 4 | 5 | 7 | 0 | | FGPFGP |
| *OF ATTITUDES*<br>*ionnaire* | | est. 16 yrs. & up | MGH | 6 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*eralism-Conservatism Attitude Values*<br>*ems* | | Adult | MGH | 4 | 9 | 0 | 1 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES* | | Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *T, FORM C* | | 14 yrs. & up | FC | 7 | 9 | 1 | 0 | 6 | 0 | | PFPPFP |
| | | 16 yrs. & up | BNM | 4 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *M R-3* | PG3 | 18 yrs. & up | OBL | 8 | 10 | 2 | 1 | 6 | 0 | | FGPPFP |
| *ON) FORM* | 1B3 | 18 yrs. & up | EB | | | | | | | | |
| *QUESTIONNAIRE, FORM A*<br>*. Suspicious)* | | 17 yrs. & up | IPAT | 11 | 12 | 4 | 6 | 8 | 3 | | FGPFGF |
| *LUES* | | High School & Adult | SRA | 9 | 9 | 6 | 7 | 6 | 0 | | FFFFFP |
| *LE, COUNSELING FORM* | | 12 yrs. & up | CRT | 9 | 11 | 4 | 1 | 7 | 0 | | FGPPGP |
| *EDULE* | | 16 yrs. & up | SRA | 9 | 13 | 4 | 5 | 7 | 0 | | FGPFGP |
| | | College | MMB | 7 | 13 | 6 | 2 | 6 | 0 | | PGFPFP |

AFFECTIVE SUMMARY TES

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *TRAIT EVALUATION INDEX*<br>*Social Orientation* | | College | MMB | 9 | 12 | 6 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Cooperativeness* | | Adult | PA | 6 | 8 | 3 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Humility-Tolerance* | | Adult | PA | 4 | 8 | 3 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Suspicion* | | Adult | PA | 4 | 8 | 3 | 2 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Warmth* | | Adult | PA | 6 | 8 | 3 | 2 |
| *A WEIGHTED-SCORE LIKABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | | | |
| *WLW PERSONAL ATTITUDE INVENTORY, 5th ED.*<br>*Friendliness* | | Adult | PGP | 5 | 10 | 4 | 4 |
| 2B4 Hostility-Friendliness: Description About Others | | | | | | | |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Hostility to Adults* | | 5-16 yrs. | EITS | 5 | 10 | 3 | 2 |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Hostility Toward Peers* | | 5-16 yrs. | EITS | 5 | 10 | 3 | 2 |
| *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*Social* | | 5-8 yrs. | BMC | 4 | 7 | 1 | 3 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Domineer-Sadistic* | | Adolescent | DFP | 3 | 8 | 5 | 5 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Emotional Distance* | | Adolescent | DFP | 3 | 9 | 4 | 4 |
| 2B5 Hostility-Friendliness: Speculation About Others | | | | | | | |

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | College | MMB | 9 | 12 | 6 | 2 | 6 | 0 | | FGFPFP |
| *Y INVENTORY* | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *Y INVENTORY* | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *Y INVENTORY* | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *Y INVENTORY* | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *Y RATING SCALE* | 23 | 6-17 yrs. | ABC | | | | | | | | |
| *NTORY, 5th ED.* | | Adult | PGP | 5 | 10 | 4 | 4 | 6 | 0 | | PFPPFP |
| escription About Others | | | | | | | | | | | |
| *GUIDES, BOY AND GIRL FORMS* | | 5-16 yrs. | EITS | 5 | 10 | 3 | 2 | 5 | 0 | | PFPPFP |
| *GUIDES, BOY AND GIRL FORMS*<br>*s* | | 5-16 yrs. | EITS | 5 | 10 | 3 | 2 | 5 | 0 | | PFPPFP |
| *RY, DELTA FORM* | | 5-8 yrs. | BMC | 4 | 7 | 1 | 3 | 4 | 0 | * | PFPPFP |
| *OR RATING SCALE* | | Adolescent | DFP | 3 | 8 | 5 | 5 | 3 | 0 | | PFFFPP |
| *OR RATING SCALE* | | Adolescent | DFP | 3 | 9 | 4 | 4 | 3 | 0 | | PFPPPP |
| peculation About Others | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| 2B6 Hostility-Friendliness: Judgment About Others | | | | | |
| *EMPATHY RATING SCALE*<br>*Rating of Others* | | Adult | RFD | 2 | 5 |
| 2B7 Hostility-Friendliness: Contrived Behavioral Situation | | | | | |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 11 (Schizothyme Tenacity vs. Relaxed Cyclothymia)* | | Young Adult & Adult | IPAT | 5 | 10 |
| 2B8 Hostility-Friendliness: Actual Behavioral Situation | | | | | |
| *CHILD BEHAVIOR RATING SCALE*<br>*Social Adjustment* | | 5-9 yrs. | WPS | 7 | 12 |
| 2C1 Socialization-Rebelliousness: Self Description | | | | | |
| *ASSOCIATION ADJUSTMENT INVENTORY*<br>*So (Sociopathic-Empathetic)* | | College & Adult | MMB | 1 | 12 |
| *COMREY PERSONALITY SCALES*<br>*C (Social Conformity vs. Rebelliousness)* | | College & Adult | EITS | 11 | 13 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Ethical-Community* | | GR 3-6 | BMC | 0 | 6 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Ethical-Individual* | | GR 3-6 | BMC | 2 | 6 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Ethical-School* | | GR 3-6 | BMC | 2 | 6 |
| *KD PRONENESS SCALE AND CHECKLIST* | | GR 9-12 | WPS | 6 | 12 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Conformity* | | GR 9-12 | PC | 6 | 12 |

RY TEST EVALUATIONS

| DMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| : Judgment About Others | | | | | | | | | | | |
| | | Adult | RFD | 2 | 5 | 1 | 0 | 5 | 0 | | PPPPFP |
| : Contrived Behavioral Situation | | | | | | | | | | | |
| *, FORM A*<br>*thyme Tenacity vs. Relaxed Cyclothymia)* | | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 | | PFPPFF |
| : Actual Behavioral Situation | | | | | | | | | | | |
| *SCALE* | | 5-9 yrs. | WPS | 7 | 12 | 2 | 6 | 4 | 0 | | PGPFFP |
| usness: Self Description | | | | | | | | | | | |
| *INVENTORY*<br>*mpathetic)* | | College & Adult | MMB | 1 | 12 | 5 | 3 | 8 | 0 | | PGFPGP |
| *LES*<br>*ity vs. Rebelliousness)* | | College & Adult | EITS | 11 | 13 | 3 | 3 | 8 | 0 | | FGPPGP |
| *VENTORY, GAMMA FORM* | | GR 3-6 | BMC | 0 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| *VENTORY, GAMMA FORM*<br>*l* | | GR 3-6 | BMC | 2 | 6 | 0 | 3 | 5 | 0 | * | PFPPFP |
| *VENTORY, GAMMA FORM* | | GR 3-6 | BMC | 2 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| *CHECKLIST* | | GR 9-12 | WPS | 6 | 12 | 4 | 3 | 7 | 0 | | PGPPGP |
| *NVENTORY* | | GR 9-12 | PC | 6 | 12 | 4 | 4 | 8 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*Am (Altruism).* | | College | PC | 7 | 13 | 4 |
| *POLYFACTORIAL STUDY OF PERSONALITY*<br>*SOC (Sociopathy)* | | Adult | MMB | 4 | 8 | 5 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Patriotism Scale, Form A* | | est. 16 yrs. & up | MGH | 4 | 9 | 1 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Law-Abidingness Scale* | | Adult | MGH | 2 | 6 | 0 |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Class Member* | 3B1 | High School & up | WBW | 6 | 11 | 1 |
| 2C2 Socialization-Rebelliousness: Self Speculation | | | | | | |
| 2C3 Socialization-Rebelliousness: Self Judgment | | | | | | |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Achievement via Conformance* | | 12 yrs. & up | CPP | 3 | 9 | 3 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Communality* | | 12 yrs. & up | CPP | 3 | 9 | 2 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Socialization* | | 12 yrs. & up | CPP | 6 | 9 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Community Relations* | | Adult | CTB | 7 | 12 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Social Standards* | | Adult | CTB | 7 | 10 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Community Relations* | | GR 4-8 | CTB | 7 | 12 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Social Standards* | | GR 4-8 | CTB | 7 | 9 | 3 |

| **MIC CATEGORY**<br>**NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *INVENTORY), FORM F* | | College | PC | 7 | 13 | 4 | 4 | 8 | 0 | | PGPPGP |
| *ERSONALITY* | | Adult | MMB | 4 | 8 | 5 | 3 | 7 | 0 | | PFFPGP |
| *NT OF ATTITUDES*<br>*riotism Scale, Form A* | | est. 16 yrs. & up | MGH | 4 | 9 | 1 | 2 | 7 | 2 | | PFPPGF |
| *NT OF ATTITUDES*<br>*Law-Abidingness Scales*<br>*Scale* | | Adult | MGH | 2 | 6 | 0 | 1 | 6 | 0 | | PFPPFP |
| *R SCALE* | 3B1 | High School & up | WBW | 6 | 11 | 1 | 3 | 6 | 0 | | PGPPFP |
| ness: Self Speculation | | | | | | | | | | | |
| ness: Self Judgment | | | | | | | | | | | |
| *INVENTORY*<br>*formance* | | 12 yrs. & up | CPP | 3 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |
| *INVENTORY* | | 12 yrs. & up | CPP | 3 | 9 | 2 | 6 | 6 | 0 | | PFPFFP |
| *INVENTORY* | | 12 yrs. & up | CPP | 6 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |
| *NALITY, ADULT, FORM AA* | | Adult | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *NALITY, ADULT, FORM AA* | | Adult | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *NALITY, ELEMENTARY, FORM AA* | | GR 4-8 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *ALITY, ELEMENTARY, FORM AA* | | GR 4-8 | CTB | 7 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Community Relations* | | GR 7-10 | CTB | 7 | |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Social Standards* | | GR 7-10 | CTB | 7 | |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Community Relations* | | GR K-3 | CTB | 7 | |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Social Standards* | | GR K-3 | CTB | 3 | |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Community Relations* | | GR 9-13 | CTB | 7 | |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Social Standards* | | GR 9-<br>College | CTB | 7 | |
| *EMOTIONS PROFILE INDEX*<br>*Incorporation* | | Adult | RP | 5 | |
| *THE INTERPERSONAL ORIENTATION SCALE*<br>*Masking* | | est. Adult | JDA | 3 | |
| *A MARRIAGE ANALYSIS*<br>*The Meaning of Marriage* | | Adult | FLP | 4 | |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*244-G: Real Life Judgments* | | 14 yrs.<br>& up | IPAT | 2 | |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*248-G: Wise Statement* | | 14 yrs.<br>& up | IPAT | 3 | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Law and Justice* | | Adult | MGH | 5 | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Police* | | 13-17 yrs. | MGH | 6 | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Probation Officers* | | 13-17 yrs. | MGH | 2 | |

## ARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ERSONALITY, INTERMEDIATE, FORM AA*<br>*tions* | | GR 7-10 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *ERSONALITY, INTERMEDIATE, FORM AA*<br>*ds* | | GR 7-10 | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *PERSONALITY, PRIMARY, FORM AA*<br>*tions* | | GR K-3 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *ERSONALITY, PRIMARY, FORM AA*<br>*ds* | | GR K-3 | CTB | 3 | 6 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ERSONALITY, SECONDARY, FORM AA*<br>*tions* | | GR 9-13 | CTB | 7 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *ERSONALITY, SECONDARY, FORM AA*<br>*ds* | | GR 9-College | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *DEX* | | Adult | RP | 5 | 12 | 4 | 3 | 7 | 0 | | PGPPGP |
| *RIENTATION SCALE* | | est. Adult | JDA | 3 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *Marriage* | | Adult | FLP | 4 | 12 | 0 | 2 | 8 | 0 | | PGPPGP |
| *(O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*ife Judgments* | | 14 yrs. & up | IPAT | 2 | 9 | 3 | 7 | 7 | 2 | | PFPFGF |
| *(O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*tatement* | | 14 yrs. & up | IPAT | 3 | 8 | 3 | 7 | 7 | 2 | | PFPFGF |
| *UREMENT OF ATTITUDES*<br>*rd Law and Justice* | | Adult | MGH | 5 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *UREMENT OF ATTITUDES*<br>*rd the Police* | | 13-17 yrs. | MGH | 6 | 9 | 2 | 2 | 6 | 0 | | PFPPFP |
| *UREMENT OF ATTITUDES*<br>*d Probation Officers* | | 13-17 yrs. | MGH | 2 | 9 | 2 | 2 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Competitive Attitude (CA) Scale* | | est. 14 yrs.-Adult | MGH | 2 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Law Scale* | | est. 14 yrs.-Adult | MGH | 4 | 11 |
| *SELF-INSIGHT TEST, FORM A*<br>*Sociability* | | 16 yrs. & up | BNM | 6 | 11 |
| *SURVEY OF INTERPERSONAL VALUES*<br>*Conformity* | | High School & Adult | SRA | 9 | 9 |
| *TRAIT EVALUATION INDEX*<br>*Courtesy* | | College | MMB | 7 | 12 |
| *TRAIT EVALUATION INDEX*<br>*Propriety* | | College | MMB | 9 | 12 |
| *A WEIGHTED SCORE LIKABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | |
| 2C4 Socialization-Rebelliousness: Description About Others | | | | | |
| *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*Ethical* | | 5-8 yrs. | BM | 6 | 7 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Defiant-Resistive* | | Adolescent | DFP | 3 | 9 |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Unethical* | | Adolescent | DFP | 3 | 9 |
| 2C5 Socialization-Rebelliousness: Speculation About Others | | | | | |
| 2C6 Socialization-Rebelliousness: Judgment About Others | | | | | |
| *EAU CLAIRE COUNTY YOUTH STUDY*<br>*Appendix A: Behavior Rating Form* | | GR 3-9 | JRT | 10 | 9 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-8 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *F ATTITUDES*<br>*e (CA) Scale* | | est. 14 yrs.-Adult | MGH | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *F ATTITUDES* | | est. 14 yrs.-Adult | MGH | 4 | 11 | 1 | 2 | 7 | 0 | | PGPPGP |
| | | 16 yrs. & up | BNM | 6 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *ES* | | High School & Adult | SRA | 9 | 9 | 6 | 7 | 6 | 0 | | FFFFFP |
| | | College | MMB | 7 | 12 | 6 | 2 | 6 | 0 | | PGFPFP |
| | | College | MMB | 9 | 12 | 6 | 2 | 6 | 0 | | FGFPFP |
| *RATING SCALE* | 23 | 6-17 yrs. | ABC | | | | | | | | |
| Description About Others | | | | | | | | | | | |
| *DELTA FORM* | | 5-8 yrs. | BM | 6 | 7 | 1 | 3 | 4 | 0 | * | PFPPFP |
| *RATING SCALE* | | Adolescent | DFP | 3 | 9 | 4 | 5 | 3 | 0 | | PFPFPP |
| *RATING SCALE* | | Adolescent | DFP | 3 | 9 | 4 | 5 | 3 | 0 | | PFPFPP |
| Speculation About Others | | | | | | | | | | | |
| Judgment About Others | | | | | | | | | | | |
| *ting Form* | | GR 3-9 | JRT | 10 | 9 | 1 | 2 | 3 | 0 | | FFPPPP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *STUDENT EVALUATION SCALE (SES)*<br>*Social Emotional Response* | | 6-21 yrs. | PEI | 4 |
| *STUDENT EVALUATION SCALE (SES)*<br>*Total* | | 6-21 yrs. | PEI | 3 |
| 2C7 Socialization-Rebelliousness: Contrived Behavioral Situation | | | | |
| *SELF-SOCIAL SYMBOLS TASKS, PRESCHOOL AND ADOLESCENT FORMS*<br>*Identification* | | GR K-12 | IDHR | 5 |
| *SELF-SOCIAL SYMBOLS TASKS, PRESCHOOL AND ADOLESCENT FORMS*<br>*Social Interest* | | GR K-12 | IDHR | 5 |
| 2C8 Socialization-Rebelliousness: Actual Behavioral Situation | | | | |
| 2D1 Responsibility-Irresponsibility: Self Description | | | | |
| *DIMENSIONS OF TEMPERAMENT*<br>*Responsible-Casual* | | est. GR 10-14 | PC | 12 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor G (Expedient vs. Conscientious)* | | 12-18 yrs. | IPAT | 2 |
| *JR.-SR. HSPQ (HIGH SCHOOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*Factor Q3 (Uncontrolled vs. Controlled)* | | 12-18 yrs. | IPAT | 4 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Dependability: The Attitude Scale for Clerical Workers* | | Adult | MGH | 4 |
| 2D2 Responsibility-Irresponsibility: Self Speculation | | | | |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Expedient vs. Conscientious* | | 6-8 yrs. | IPAT | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Avoids Facing Problems* | | 18 yrs. & up | SRA | 7 |

## RY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *LE (SES)*<br>*Response* | | 6-21 yrs. | PEI | 4 | 9 | 1 | 4 | 4 | 0 | | PFPPFP |
| *LE (SES)* | | 6-21 yrs. | PEI | 3 | 9 | 2 | 4 | 4 | 0 | | PFPPFP |
| usness: Contrived Behavioral Situation | | | | | | | | | | | |
| *SKS, PRESCHOOL AND ADOLESCENT FORMS* | | GR K-12 | IDHR | 5 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *SKS, PRESCHOOL AND ADOLESCENT FORMS* | | GR K-12 | IDHR | 5 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| usness: Actual Behavioral Situation | | | | | | | | | | | |
| nsibility: Self Description | | | | | | | | | | | |
| *ENT*<br>*l* | | est. GR 10-14 | PC | 12 | 12 | 4 | 3 | 8 | 0 | | GGPPGP |
| *OOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*nt vs. Conscientious)* | | 12-18 yrs. | IPAT | 2 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *OOL PERSONALITY QUESTIONNAIRE), FORM A*<br>*rolled vs. Controlled)* | | 12-18 yrs. | IPAT | 4 | 13 | 3 | 4 | 7 | 2 | | PGPPGF |
| *MENT OF ATTITUDES*<br>*Dependability: The Attitude Scale for*<br>*rs* | | Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| nsibility: Self Speculation | | | | | | | | | | | |
| *TY QUESTIONNAIRE*<br>*scientious* | | 6-8 yrs. | IPAT | 4 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| *VENTORY*<br>*blems* | | 18 yrs. & up | SRA | 7 | 11 | 4 | 4 | 8 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Is A Hard Worker* | | 18 yrs. & up | SRA | 9 | 11 | 3 |
| *THE LEADERSHIP Q-SORT TEST*<br>*Personal Integrity* | | est. 16 yrs.-Adult | PA | 5 | 7 | 2 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Citizenship Assessment Instrument* | | 9-18 yrs. | PDE | 6 | 10 | 4 |
| 2D3 Responsibility-Irresponsibility: Self Judgment | | | | | | |
| *ADJECTIVE CHECKLIST*<br>*S-Cn (Self-control)* | 1E3 | College & Adult | CPP | | | |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Responsibility* | | 12 yrs. & up | CPP | 5 | 8 | 3 |
| *CPQ (CHILDREN'S PERSONALITY QUESTIONNAIRE), FORM A*<br>*G--Frivolous vs. Persevering* | | 8-12 yrs. | IPAT | 5 | 10 | 3 |
| *GORDON PERSONAL PROFILE*<br>*Responsibility* | | High School & Adult | HBJ | 11 | 12 | 6 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Punctuality* | | GR 9 & up | EAC | 10 | 11 | 4 |
| *HOW WELL DO YOU KNOW YOURSELF? FORM NE-21*<br>*Seriousness* | | GR 9 & up | EAC | 10 | 11 | 4 |
| *IPAT HUMOR TEST OF PERSONALITY, FORM A, 1963 ED*<br>*Factor 11: Anxious Concern vs. Evasion of Responsibility* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 |
| *SELF-INSIGHT TEST, FORM A*<br>*Emotional Stability* | | 16 yrs. & up | BNM | 4 | 11 | 2 |
| *SIXTEEN PERSONALITY FACTOR QUESTIONNAIRE, FORM A*<br>*Factor G (Expedient vs. Conscientious)* | | 17 yrs. & up | IPAT | 9 | 11 | 5 |
| *TRAIT EVALUATION INDEX*<br>*Fairmindedness* | | College | MMB | 6 | 12 | 5 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *RY* | | 18 yrs. & up | SRA | 9 | 11 | 3 | 4 | 8 | 0 | | FGPPGP |
| | | est. 16 yrs.-Adult | PA | 5 | 7 | 2 | 2 | 4 | 0 | | PFPPFP |
| *Instrument* | | 9-18 yrs. | PDE | 6 | 10 | 4 | 1 | 6 | 0 | | PFPPFP |
| lity: Self Judgment | | | | | | | | | | | |
| | 1E3 | College & Adult | CPP | | | | | | | | |
| *VENTORY* | | 12 yrs. & up | CPP | 5 | 8 | 3 | 6 | 6 | 0 | | PFPFFP |
| *QUESTIONNAIRE), FORM A*<br>*vering* | | 8-12 yrs. | IPAT | 5 | 10 | 3 | 4 | 7 | 4 | | PFPPGG |
| | | High School & Adult | HBJ | 11 | 12 | 6 | 6 | 8 | 0 | | FGFFGP |
| *LF? FORM NE-21* | | GR 9 & up | EAC | 10 | 11 | 4 | 2 | 7 | 0 | | FGPPGP |
| *LF? FORM NE-21* | | GR 9 & up | EAC | 10 | 11 | 4 | 2 | 7 | 0 | | FGPPGP |
| *ITY, FORM A, 1963 ED*<br>*ncern vs. Evasion of Responsibility* | | est. 16 yrs. & up | IPAT | 3 | 8 | 2 | 7 | 8 | 3 | | PFPFGF |
| | | 16 yrs. & up | BNM | 4 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *QUESTIONNAIRE, FORM A*<br>*. Conscientious)* | | 17 yrs. & up | IPAT | 9 | 11 | 5 | 6 | 8 | 3 | | FGFFGF |
| | | College | MMB | 6 | 12 | 5 | 2 | 6 | 0 | | PGFPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *TRAIT EVALUATION INDEX*<br>*Personal Adequacy* | | College | MMB | 7 | 12 |
| *TRAIT EVALUATION INDEX*<br>*Responsibility* | | College | MMB | 9 | 12 |
| *TRAIT EVALUATION INDEX*<br>*Sincerity* | | College | MMB | 5 | 12 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Conscientious* | | Adult | PA | 4 | 8 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Conventional Scale* | | High School & up | CPP | 4 | 12 |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Self-Control Scale* | | High School & up | CPP | 5 | 12 |
| *A WEIGHTED-SCORE LIKABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | |
| 2D4 Responsibility-Irresponsibility: Description About Others | | | | | |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Lack of Concern* | | 5-16 yrs. | EITS | 3 | 9 |
| *BRISTOL SOCIAL ADJUSTMENT GUIDES, BOY AND GIRL FORMS*<br>*Restlessness* | | 5-16 yrs. | EITS | 5 | 10 |
| *THE STORY OF JIMMY, ELEMENTARY FORM* | | GR 4-8 | MFG | 8 | 10 |
| 2D5 Responsibility-Irresponsibility: Speculation About Others | | | | | |
| 2D6 Responsibility-Irresponsibility: Judgment About Others | | | | | |
| 2D7 Responsibility-Irresponsibility: Contrived Behavioral Situation | | | | | |

ARY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *EX*<br>*cy* | | College | MMB | 7 | 12 | 5 | 2 | 6 | 0 | | PGFPFP |
| *EX* | | College | MMB | 9 | 12 | 5 | 2 | 6 | 0 | | FGFPFP |
| *EX* | | College | MMB | 5 | 12 | 6 | 2 | 6 | 0 | | PGFPFP |
| *ONALITY INVENTORY* | | Adult | PA | 4 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| *E INVENTORY*<br>*ale* | | High School & up | CPP | 4 | 12 | 5 | 5 | 8 | 0 | | PGFFGP |
| *E INVENTORY*<br>*ale* | | High School & up | CPP | 5 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| *ABILITY RATING SCALE* | 23 | 6-17 yrs. | ABC | | | | | | | | |
| ponsibility: Description About Others | | | | | | | | | | | |
| *TMENT GUIDES, BOY AND GIRL FORMS* | | 5-16 yrs. | EITS | 3 | 9 | 3 | 2 | 5 | 0 | | PFPPFP |
| *TMENT GUIDES, BOY AND GIRL FORMS* | | 5-16 yrs. | EITS | 5 | 10 | 3 | 2 | 5 | 0 | | PFPPFP |
| *ELEMENTARY FORM* | | GR 4-8 | MFG | 8 | 10 | 6 | 3 | 5 | 0 | | FFFPFP |
| ponsibility: Speculation About Others | | | | | | | | | | | |
| ponsibility: Judgment About Others | | | | | | | | | | | |
| ponsibility: Contrived Behavioral<br>ation | | | | | | | | | | | |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0- |
| *SELF-SOCIAL SYMBOLS TASKS, ADOLESCENT FORM*<br>*Egocentricity* | | Adolescent | IDHR | 3 | 9 | 0 |
| 2D8 Responsibility-Irresponsibility: Actual Behavioral Situation | | | | | | |
| 31 Attitudes, Opinions, Beliefs: Self Description | | | | | | |
| *ATTITUDE INVENTORY*<br>*C (Cynicism)* | | College | ACER | 4 | 13 | 0 |
| *COMREY PERSONALITY SCALES*<br>*T (Trust vs. Defensiveness)* | | College & Adult | EITS | 7 | 13 | 3 |
| *THE PERSONAL AUDIT, FORM LL*<br>*Persistence-Fluctuation, Part VIII* | | High School & up | SRA | 6 | 9 | 4 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Self-Actualizing Value* | | 13 yrs. & up | EITS | 6 | 11 | 5 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Any Institution, Form A* | | Adult | MGH | 7 | 9 | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Chinese* | | Adult | MGH | 2 | 9 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Church* | | Adult | MGH | 7 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the German People* | | Adult | MGH | 4 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Menstruation* | | est. 14 yrs.-Adult | MGH | 10 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Relating to the State Hospital* | | Adult | MGH | 9 | 8 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Physical Fitness and Exercise, Form A* | | Adult | MGH | 2 | 6 | 4 |

| TEGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *CENT FORM* | | Adolescent | IDHR | 3 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| Actual Behavioral Situation | | | | | | | | | | | |
| f Description | | | | | | | | | | | |
| | | College | ACER | 4 | 13 | 0 | 4 | 7 | 0 | | PGPPGP |
| | | College & Adult | EITS | 7 | 13 | 3 | 3 | 8 | 0 | | PGPPGP |
| *VIII* | | High School & up | SRA | 6 | 9 | 4 | 5 | 8 | 0 | | PFFFGP |
| | | 13 yrs. & up | EITS | 6 | 11 | 5 | 4 | 7 | 0 | | PGFPGP |
| *ITUDES*<br>*on, Form A* | | Adult | MGH | 7 | 9 | 2 | 2 | 6 | 3 | | PFPPFF |
| *ITUDES* | | Adult | MGH | 2 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ITUDES* | | Adult | MGH | 7 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *ITUDES*<br>*ople* | | Adult | MGH | 4 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ITUDES* | | est. 14 yrs.-Adult | MGH | 10 | 10 | 0 | 2 | 7 | 0 | | FFPPGP |
| *TUDES*<br>*te Hospital* | | Adult | MGH | 9 | 8 | 0 | 2 | 8 | 0 | | FFPPGP |
| *ITUDES*<br>*ness and Exercise, Form A* | | Adult | MGH | 2 | 6 | 4 | 1 | 7 | 3 | | PFPPGF |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Sunday Observance, Form A* | | est. 14 yrs.-Adult | MGH | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Medication Attitudes* | | Adult (Institutionalized) | MGH | 4 |
| 32 Attitudes, Opinions, Beliefs: Self Speculation | | | | |
| *THE PERSONAL AUDIT, FORM LL*<br>*Firmness-Indecision, Part II* | | High School & up | SRA | 6 |
| 33 Attitudes, Opinions, Beliefs: Self Judgment | | | | |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Occupation Relations* | | Adult | CTB | 7 |
| *CLEVELAND PUBLIC SCHOOLS SEMANTIC DIFFERENTIAL* | 63 | est. 4-16 yrs. | HDF | 5 |
| *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Goals: Religious-Philosophical* | | 15 yrs. & up | WPS | 2 |
| *HOW I SEE MYSELF, ELEMENTARY FORM*<br>*Interpersonal Adequacy* | | GR 3-6 | IDHR | 7 |
| *THE INTERPERSONAL ORIENTATION SCALE*<br>*Evaluating* | | est. Adult | JDA | 3 |
| *KATZ-ALLPORT INVENTORY*<br>*Social Attitudes and Values* | | Adult | LJC | 8 |
| *A MARRIAGE ANALYSIS*<br>*Sexual Adjustment and Security* | | Adult | FLP | 2 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Nature of Man* | | 13 yrs. & up | EITS | 6 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Attitude Toward Any Defined Group, Form A* | | High School | UBS | 4 |

RY TEST EVALUATIONS

| OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *EMENT OF ATTITUDES*<br>*Sunday Observance, Form A* | | est. 14 yrs.-Adult | MGH | 6 | 8 | 1 | 2 | 7 | 2 | | PFPPGF |
| *EMENT OF ATTITUDES*<br>*udes* | | Adult (Institutionalized) | MGH | 4 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| Beliefs: Self Speculation | | | | | | | | | | | |
| *ORM LL*<br>*ion, Part II* | | High School & up | SRA | 6 | 10 | 4 | 5 | 8 | 0 | | PFFFGP |
| Beliefs: Self Judgment | | | | | | | | | | | |
| *RSONALITY, ADULT, FORM AA*<br>*ions* | | Adult | CTB | 7 | 12 | 3 | 5 | 7 | 4 | | PGPFGG |
| *OLS SEMANTIC DIFFERENTIAL* | 63 | est. 4-16 yrs. | HDF | 5 | 10 | 0 | 0 | 6 | 0 | | PFPPFP |
| *SELING EVALUATION TEST*<br>*s-Philosophical* | | 15 yrs. & up | WPS | 2 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *MENTARY FORM*<br>*lequacy* | | GR 3-6 | IDHR | 7 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *ENTATION SCALE* | | est. Adult | JDA | 3 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *RY*<br>*and Values* | | Adult | LJC | 8 | 11 | 0 | 0 | 8 | 0 | | FGPPGP |
| *t and Security* | | Adult | FLP | 2 | 10 | 0 | 2 | 8 | 0 | | PFPPGP |
| *INVENTORY* | | 13 yrs. & up | EITS | 6 | 11 | 3 | 4 | 7 | 0 | | PGPPGP |
| *TITUDE SCALE*<br>*Any Defined Group, Form A* | | High School | UBS | 4 | 9 | 0 | 1 | 6 | 3 | | PFPPFF |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Attitude Toward Any Home-Making Activity, Form A* | | High School | UBS | 4 | 9 | 0 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Attitude Toward Any Institution, Form A* | | High School | UBS | 4 | 9 | 0 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Attitude Toward Any Practice, Form A* | | High School | UBS | 6 | 11 | 0 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Attitude Toward Any Proposed Social Action, Form A* | | High School | UBS | 4 | 9 | 0 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Attitudes Toward Any Vocation, Form A* | | High School | UBS | 6 | 10 | 0 |
| *THE PURDUE MASTER ATTITUDE SCALE*<br>*Individual and Group Morale, Form A* | | High School | UBS | 2 | 9 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*About Your Company* | | Adult | MGH | 5 | 8 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*An Attitude Scale for Measuring Attitude Toward any Teacher, Form A* | | est. GR 10-16 | MGH | 5 | 9 | 1 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude to Blindness Scale* | | Adult | MGH | 7 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward College Fraternities* | | College | MGH | 6 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Disabled People Scale, Form A* | | Adult | MGH | 6 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Employment of Older People* | | Adult | MGH | 9 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Intensive Competition for High School Girls* | | est. 16 yrs.-Adult | MGH | 9 | 10 | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Intensive Competition in Team Games* | | est. 16 yrs.-Adult | MGH | 8 | 7 | 1 |

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *E SCALE*<br>*Home-Making Activity, Form A* | | High School | UBS | 4 | 9 | 0 | 1 | 6 | 3 | | PFPPFF |
| *E SCALE*<br>*Institution, Form A* | | High School | UBS | 4 | 9 | 0 | 1 | 6 | 3 | | PFPPFF |
| *E SCALE*<br>*ractice, Form A* | | High School | UBS | 6 | 11 | 0 | 2 | 6 | 2 | | PGPPFF |
| *E SCALE*<br>*roposed Social Action, Form A* | | High School | UBS | 4 | 9 | 0 | 1 | 6 | 3 | | PFPPFF |
| *E SCALE*<br>*Vocation, Form A* | | High School | UBS | 6 | 10 | 0 | 1 | 6 | 3 | | PFPPFF |
| *E SCALE*<br>*Morale, Form A* | | High School | UBS | 2 | 9 | 0 | 1 | 6 | 3 | | PFPPFF |
| *T OF ATTITUDES* | | Adult | MGH | 5 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *T OF ATTITUDES*<br>*Measuring Attitude Toward any* | | est. GR 10-16 | MGH | 5 | 9 | 1 | 2 | 7 | 2 | | PFPPGF |
| *T OF ATTITUDES*<br>*Scale* | | Adult | MGH | 7 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *T OF ATTITUDES*<br>*ge Fraternities* | | College | MGH | 6 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *T OF ATTITUDES*<br>*led People Scale, Form A* | | Adult | MGH | 6 | 11 | 0 | 2 | 7 | 2 | | PGPPGF |
| *T OF ATTITUDES*<br>*yment of Older People* | | Adult | MGH | 9 | 11 | 0 | 2 | 7 | 0 | | FGPPGP |
| *T OF ATTITUDES*<br>*sive Competition for High School* | | est. 16 yrs.-Adult | MGH | 9 | 10 | 3 | 2 | 6 | 0 | | FFPPFP |
| *OF ATTITUDES*<br>*sive Competition in Team Games* | | est. 16 yrs.-Adult | MGH | 8 | 7 | 1 | 2 | 6 | 0 | | FFPPFP |

| **HLP TAXONOMIC CATEGORY<br>TEST NAME** | **Other Category Assignments** | **Age or Educational Level** | **Source** |
|---|---|---|---|
| | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Newspapers* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Physical Education as A Career for Women, Form A* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Legal Agencies*<br>*Detention* | | 13-18 yrs. (Delinquent) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Legal Agencies*<br>*Industrial School* | | 13-18 yrs. (Delinquent) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Legal Agencies*<br>*Juvenile Court* | | 13-18 yrs. (Delinquent) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Mathematics* | | est. GR 7-12 | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Mental Hospitals, Form A* | | Adult (Mental Patients) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Mentally Retarded People* | | Adult (Psychiatric Aides) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Old People* | 6D3 | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Safe Driving: Siebrecht Attitude Scale* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The "CI" (Criminally Insane) Attitude Scale* | | Adult (Psychiatric Aides) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Counseling Attitude Scale* | | GR 13-16 | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Custodial Mental Illness Ideology Scale* | | Adult (Hospital Staff) | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Education Scale (Rundquist & Sletto)* | 6B1 | est. 16 yrs.-Adult | MGH |

EST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *OF ATTITUDES*<br>*pers* | | est. 16 yrs.-Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*l Education as A Career for Women,* | | est. 16 yrs.-Adult | MGH | 8 | 12 | 2 | 2 | 6 | 4 | | FGPPGP |
| *OF ATTITUDES*<br>*Agencies* | | 13-18 yrs. (Delinquent) | MGH | 4 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*Agencies* | | 13-18 yrs. (Delinquent) | MGH | 4 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*Agencies* | | 13-18 yrs. (Delinquent) | MGH | 4 | 7 | 2 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*matics* | | est. GR 7-12 | MGH | 4 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*l Hospitals, Form A* | | Adult (Mental Patients) | MGH | 7 | 8 | 3 | 2 | 6 | 4 | | PFPPFG |
| *OF ATTITUDES*<br>*lly Retarded People* | | Adult (Psychiatric Aides) | MGH | 2 | 9 | 1 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*eople* | 6D3 | Adult | MGH | | | | | | | | |
| *OF ATTITUDES*<br>*Driving: Siebrecht Attitude Scale* | | est. 16 yrs.-Adult | MGH | 9 | 8 | 0 | 2 | 7 | 0 | | FFPPGP |
| *OF ATTITUDES*<br>*nsane) Attitude Scale* | | Adult (Psychiatric Aides) | MGH | 8 | 9 | 0 | 2 | 5 | 0 | | FFPPFP |
| *OF ATTITUDES*<br>*ale* | | GR 13-16 | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*llness Ideology Scale* | | Adult (Hospital Staff) | MGH | 8 | 8 | 2 | 2 | 7 | 0 | | FFPPGP |
| *OF ATTITUDES*<br>*Rundquist & Sletto)* | 6B1 | est. 16 yrs.-Adult | MGH | 4 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |

AFFECTIVE SU

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Faculty Morale Scale for Institutional Improvement* | | Professors | MGH | 6 | 12 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Industrial Relations Center Union Attitude Questionnaire* | | Adult (Union Members) | MGH | 9 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Knowledge About Psychology Test* | | Adult | MGH | 3 | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Medical Information Test* | | Adult | MGH | 5 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Old People Scales* | 6D3 | Adult | MGH | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Older Workers Questionnaire* | | Adult | MGH | 7 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Opinions About Mental Illness* | | Adult | MGH | 5 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Physical Education Attitude Scale, Form A* | | est. 16 yrs.-Adult | MGH | 8 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Psychotherapy-Sociotherapy Scale* | | Adult (Hospital Staff) | MGH | 6 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Revised Math Attitude Scale* | | est. GR 10-16 | MGH | 7 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Scale for Management Attitude Toward Union* | | Adult | MGH | 6 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Scale for Union Attitude Toward Management* | | Adult | MGH | 4 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Scale to Measure Attitudes Toward Defined Groups* | | Adult | MGH | 2 | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Scale to Study Attitudes Toward College Courses* | | GR 13-16 | MGH | 6 | 9 |

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *REMENT OF ATTITUDES*<br>*Scale for Institutional Improvement* | | Professors | MGH | 6 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*tions Center Union Attitude Questionnaire* | | Adult (Union Members) | MGH | 9 | 8 | 0 | 2 | 6 | 0 | | FFPPFP |
| *REMENT OF ATTITUDES*<br>*Psychology Test* | | Adult | MGH | 3 | 7 | 1 | 2 | 5 | 0 | | PFPPFP |
| *REMENT OF ATTITUDES*<br>*tion Test* | | Adult | MGH | 5 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *REMENT OF ATTITUDES*<br>*es* | 6D3 | Adult | MGH | | | | | | | | |
| *REMENT OF ATTITUDES*<br>*uestionnaire* | | Adult | MGH | 7 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*Mental Illness* | | Adult | MGH | 5 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*ion Attitude Scale, Form A* | | est. 16 yrs.-Adult | MGH | 8 | 8 | 3 | 2 | 7 | 4 | | FFPPGG |
| *REMENT OF ATTITUDES*<br>*py-Sociotherapy Scale* | | Adult (Hospital Staff) | MGH | 6 | 9 | 0 | 1 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES*<br>*titude Scale* | | est. GR 10-16 | MGH | 7 | 10 | 3 | 2 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES*<br>*ement Attitude Toward Union* | | Adult | MGH | 6 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES*<br>*Attitude Toward Management* | | Adult | MGH | 4 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES*<br>*e Attitudes Toward Defined Groups* | | Adult | MGH | 2 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |
| *REMENT OF ATTITUDES*<br>*Attitudes Toward College Courses* | | GR 13-16 | MGH | 6 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Scales to Measure Attitudes Toward the Company, Its Policies and Its Community Contributions* | | Adult | MGH | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Vivisection Questionnaire* | | Adult | MGH | 4 |
| *SCHWARTZ SCALES*<br>*Faith in Human Nature* | | High School | CSE | 2 |
| *SELF-ESTEEM INVENTORY, FORM A*<br>*General Self* | | 9 yrs.-Adult | SC | 4 |
| *TEST ATTITUDE SCALE* | | GR 6-9 | CTB | 2 |
| *TESTS OF RACIAL ATTITUDE*<br>*Fact and Opinion, Form C-2(B)* | | Adult | IBS | 4 |
| *THE YOU TEST, FORM A*<br>*Which Saying Do You Believe?* | | GR 5-7 | WHM | 2 |
| 34 Attitudes, Opinions, Beliefs: Description About Others | | | | |
| *READING TEACHER SURVEY* | | Teachers | ENA | 6 |
| 35 Attitudes, Opinions, Beliefs: Speculation About Others | | | | |
| 36 Attitudes, Opinions, Beliefs: Judgment About Others | | | | |
| *SIEBRECHT ATTITUDE SCALE* | | 16 yrs. & up | EBS | 3 |
| 37 Attitudes, Opinions, Beliefs: Contrived Behavioral Situation | | | | |
| 38 Attitudes, Opinions, Beliefs: Actual Behavioral Situation | | | | |

MMARY TEST EVALUATIONS

| XONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *MEASUREMENT OF ATTITUDES*<br>*Measure Attitudes Toward the Company, Its*<br>*and Its Community Contributions* | | Adult | MGH | 6 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *MEASUREMENT OF ATTITUDES*<br>*ction Questionnaire* | | Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *uman Nature* | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| *ENTORY, FORM A*<br>*lf* | | 9 yrs.-<br>Adult | SC | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *CALE* | | GR 6-9 | CTB | 2 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ATTITUDE*<br>*pinion, Form C-2(B)* | | Adult | IBS | 4 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *ORM A*<br>*ng Do You Believe?* | | GR 5-7 | WHM | 2 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |
| ions, Beliefs: Description About Others | | | | | | | | | | | |
| *SURVEY* | | Teachers | ENA | 6 | 11 | 0 | 1 | 5 | 0 | | PGPPFP |
| ions, Beliefs: Speculation About Others | | | | | | | | | | | |
| ions, Beliefs: Judgment About Others | | | | | | | | | | | |
| *UDE SCALE* | | 16 yrs.<br>& up | EBS | 3 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| ions, Beliefs: Contrived Behavioral Situation | | | | | | | | | | | |
| ions, Beliefs: Actual Behavioral Situation | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| 3A1 Self-Esteem: Self Description | | | | | | |
| *BUTLER-HAIGH Q-SORT TEST* | | College | DM | 8 | 9 | 0 |
| *CAREL INSTRUMENTS, FORM S-B*<br>*My Classmates and I, Section I* | | GR 3-6 | CAREL | 4 | 13 | 0 |
| *CAREL INSTRUMENTS, FORM S-C*<br>*Percept of Achievement* | | GR 3-6 | CAREL | 4 | 13 | 0 |
| *A DATING PROBLEMS CHECKLIST*<br>*Physical Self* | | est. 14-20 yrs. | FLP | 5 | 12 | 0 |
| *A DATING PROBLEMS CHECKLIST*<br>*Social Poise* | | est. 14-20 yrs. | FLP | 5 | 12 | 0 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Emotional-Home* | | GR 3-6 | BMC | 2 | 6 | 1 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Social-Individual* | | GR 3-6 | BMC | 2 | 6 | 1 |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Abasement* | | College & Adult | PC | 5 | 12 | 6 |
| *IDENTITY DEVELOPMENT RATING SCALE* | | est. 14 yrs.-Adult | JGJ | 0 | 7 | 0 |
| *INVENTORY OF CHILDREN'S INTERESTS* | V3 | GR 6 | SPS | | | |
| *INVENTORY OF THE SELF-CONCEPT* | | Adult | JLS | 7 | 10 | 1 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$CP^{Fa}$ *(Control Feelings-Father)* | | Adult | CPP | 2 | 11 | 0 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$CP^{Mo}$ *(Control Feelings-Mother)* | | Adult | CPP | 2 | 11 | 0 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| ption | | | | | | | | | | | |
| | | College | DM | 8 | 9 | 0 | 2 | 3 | 0 | | FFPPPP |
| -B<br>Section I | | GR 3-6 | CAREL | 4 | 13 | 0 | 1 | 6 | 0 | | PGPPFP |
| -C<br>nt | | GR 3-6 | CAREL | 4 | 13 | 0 | 1 | 6 | 0 | | PGPPFP |
| ST | | est. 14-20 yrs. | FLP | 5 | 12 | 0 | 0 | 8 | 0 | | PGPPGP |
| ST | | est. 14-20 yrs. | FLP | 5 | 12 | 0 | 0 | 8 | 0 | | PGPPGP |
| RY, GAMMA FORM | | GR 3-6 | BMC | 2 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| RY, GAMMA FORM | | GR 3-6 | BMC | 2 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| E SCHEDULE | | College & Adult | PC | 5 | 12 | 6 | 5 | 7 | 0 | | PGFFGP |
| G SCALE | | est. 14 yrs.-Adult | JGJ | 0 | 7 | 0 | 0 | 0 | 0 | | PFPPPP |
| TERESTS | V3 | GR 6 | SPS | | | | | | | | |
| EPT | | Adult | JLS | 7 | 10 | 1 | 0 | 4 | 0 | | PFPPFP |
| HISTORY ENQUIRY): A FIRO SCALE<br>s-Father) | | Adult | CPP | 2 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| HISTORY ENQUIRY): A FIRO SCALE<br>s-Mother) | | Adult | CPP | 2 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| *A MARRIAGE ANALYSIS*<br>*Adequacy of Self Image* | | Adult | FLP | 4 | 11 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*SPR (Social-Psychological Relations)* | | GR 10-12 | PC | 5 | 13 |
| *MY CLASS* | 3B4 | Teachers | ORE | 6 | 8 |
| *P.A. (PERSONAL ADJUSTMENT) INVENTORY*<br>*Personal Inferiority* | | 9-13 yrs. | AP | 5 | 7 |
| *PERSONALITY INVENTORY*<br>*F1-C (Self-Confidence)* | | High School & up | CPP | 6 | 11 |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Problem Solving or Intellectual Ability* | 3B1 | High School & up | WBW | 4 | 10 |
| *SELF-CONCEPT OF ABILITY SCALES, FORMS A & B* | | GR 9-12 | BER | 6 | 13 |
| *SELF-CONCEPT SCALE (GILL)* | 6D1 | GR 9-12 | OISE | 6 | 13 |
| *SELF-REPORT INVENTORY, FORM R-3*<br>*Self Scale* | | 18 yrs. & up | OBL | 9 | 11 |
| *WHO KNOWS YOU?* | | Adult | SMJ | 4 | 11 |
| 3A2 Self-Esteem: Self Speculation | | | | | |
| *EARLY SCHOOL PERSONALITY QUESTIONNAIRE*<br>*Sober vs. Happy-Go-Lucky* | | 6-8 yrs. | IPAT | 5 | 11 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Self-Confidence* | | 18 yrs. & up | SRA | 9 | 11 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Self-Critical* | | 18 yrs. & up | SRA | 9 | 11 |

RY TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *mage* | | Adult | FLP | 4 | 11 | 0 | 2 | 8 | 0 | | PGPPGP |
| *T, FORM H*<br>*logical Relations)* | | GR 10-12 | PC | 5 | 13 | 0 | 3 | 8 | 0 | | PGPPGP |
| | 3B4 | Teachers | ORE | 6 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| *NT) INVENTORY*<br>*ty* | | 9-13 yrs. | AP | 5 | 7 | 1 | 2 | 6 | 0 | | PFPPFP |
| *ence)* | | High School & up | CPP | 6 | 11 | 2 | 4 | 7 | 0 | | PGPPGP |
| *ER SCALE*<br>*Intellectual Ability* | 3B1 | High School & up | WBW | 4 | 10 | 1 | 3 | 6 | 0 | | PFPPFP |
| *SCALES, FORMS A & B* | | GR 9-12 | BER | 6 | 13 | 0 | 2 | 7 | 0 | | PGPPGP |
| *L)* | 6D1 | GR 9-12 | OISE | 6 | 13 | 1 | 0 | 6 | 0 | | PGPPFP |
| *FORM R-3* | | 18 yrs. & up | OBL | 9 | 11 | 2 | 1 | 6 | 0 | | FGPPFP |
| | | Adult | SMJ | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| culation | | | | | | | | | | | |
| *TY QUESTIONNAIRE*<br>*-Lucky* | | 6-8 yrs. | IPAT | 5 | 11 | 3 | 4 | 6 | 0 | | PGPPFP |
| *VENTORY* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 4 | 8 | 3 | | FGPPGF |
| *VENTORY* | | 18 yrs. & up | SRA | 9 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |

AFFECTIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Sensitive to Criticism* | | 18 yrs. & up | SRA | 6 | 11 | 3 |
| *FL (FLUENCY) OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 | 12 | 0 |
| *HOW WELL DO YOU KNOW YOURSELF?, FORM NE-21*<br>*Vocational Assurance* | 3C3 | GR 9 & up | EAC | | | |
| *MEASURES OF SELF-CONCEPT*<br>*Television Actors* | | Primary | IOX | 5 | 6 | 0 |
| *MEASURES OF SELF-CONCEPT*<br>*What Would You Do?, Intermediate* | | Intermediate | IOX | 6 | 9 | 0 |
| *MEASURES OF SELF-CONCEPT*<br>*What Would You Do?, Secondary* | | Secondary | IOX | 7 | 10 | 0 |
| *RAYMER'S RACE AND SEX IDENTIFICATION TEST*<br>*Color Preference* | | Preschool | EER | 2 | 10 | 0 |
| *RAYMER'S RACE AND SEX IDENTIFICATION TEST*<br>*Race Preference* | | Preschool | EER | 2 | 9 | 0 |
| *RAYMER'S RACE AND SEX IDENTIFICATION TEST*<br>*Sex Identification* | | Preschool | EER | 4 | 10 | 0 |
| *RAYMER'S RACE AND SEX IDENTIFICATION TEST*<br>*Sex Preference* | P02 | Preschool | EER | 2 | 9 | 0 |
| *RAYMER'S RACE AND SEX IDENTIFICATION TEST*<br>*Sex Preference - Good-Bad Scale* | | Preschool | EER | 2 | 9 | 0 |
| *TENNESSEE SELF-CONCEPT SCALE, COUNSELING FORM*<br>*Self Criticism* | | 12 yrs. & up | CRT | 7 | 11 | 3 |
| *THE THOMAS SELF-CONCEPT VALUES TEST*<br>*Self as Object Score - Mother* | | 4-9 yrs. | CMES | 11 | 10 | 1 |
| *THE THOMAS SELF-CONCEPT VALUES TEST*<br>*Self as Object Score - Other* | | 4-9 yrs. | CMES | 11 | 10 | 1 |

| XONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ALITY INVENTORY*<br>*to Criticism* | | 18 yrs. & up | SRA | 6 | 11 | 3 | 4 | 8 | 0 | | PGPPGP |
| *PINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 6 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *J KNOW YOURSELF?, FORM NE-21*<br>*l Assurance* | 3C3 | GR 9 & up | EAC | | | | | | | | |
| *LF-CONCEPT*<br>*a Actors* | | Primary | IOX | 5 | 6 | 0 | 1 | 5 | 0 | | PFPPFP |
| *LF-CONCEPT*<br>*l You Do?, Intermediate* | | Intermediate | IOX | 6 | 9 | 0 | 1 | 7 | 0 | | PFPPGP |
| *LF-CONCEPT*<br>*l You Do?, Secondary* | | Secondary | IOX | 7 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| *AND SEX IDENTIFICATION TEST*<br>*ference* | | Preschool | EER | 2 | 10 | 0 | 1 | 3 | 0 | | PFPPPP |
| *AND SEX IDENTIFICATION TEST*<br>*erence* | | Preschool | EER | 2 | 9 | 0 | 1 | 3 | 0 | | PFPPPP |
| *AND SEX IDENTIFICATION TEST*<br>*ification* | | Preschool | EER | 4 | 10 | 0 | 1 | 3 | 0 | | PFPPPP |
| *AND SEX IDENTIFICATION TEST*<br>*rence* | P02 | Preschool | EER | 2 | 9 | 0 | 1 | 3 | 0 | | PFPPPP |
| *AND SEX IDENTIFICATION TEST*<br>*rence - Good-Bad Scale* | | Preschool | EER | 2 | 9 | 0 | 1 | 3 | 0 | | PFPPPP |
| *-CONCEPT SCALE, COUNSELING FORM*<br>*icism* | | 12 yrs. & up | CRT | 7 | 11 | 3 | 1 | 7 | 0 | | PGPPGP |
| *-CONCEPT VALUES TEST*<br>*ject Score - Mother* | | 4-9 yrs. | CMES | 11 | 10 | 1 | 4 | 4 | 0 | | FFPPFP |
| *-CONCEPT VALUES TEST*<br>*ject Score - Other* | | 4-9 yrs. | CMES | 11 | 10 | 1 | 4 | 4 | 0 | | FFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0- |
| *THE THOMAS SELF-CONCEPT VALUES TEST*<br>*Self as Object Score - Teacher* | | 4-9 yrs. | CMES | 11 | 10 | 1 |
| 3A3 Self-Esteem: Self Judgment | | | | | | |
| *ABOUT ME* | | GR 3-6 | JP | 9 | 11 | 1 |
| *BEHAVIORAL SELF-RATING FORM* | 1A3<br>1B3 | 18 yrs. & up | EB | 6 | 10 | 3 |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Self-Acceptance* | | 12 yrs. & up | CPP | 4 | 9 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Feeling of Belonging* | | Adult | CTB | 6 | 10 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Sense of Personal Worth* | | Adult | CTB | 7 | 10 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Feeling of Belonging* | | GR 4-8 | CTB | 6 | 9 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Sense of Personal Worth* | | GR 4-8 | CTB | 6 | 9 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Feeling of Belonging* | | GR 7-10 | CTB | 7 | 10 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Sense of Personal Worth* | | GR 7-10 | CTB | 7 | 10 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Feeling of Belonging* | | GR K-3 | CTB | 5 | 6 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Sense of Personal Worth* | | GR K-3 | CTB | 7 | 7 | 3 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Feeling of Belonging* | | GR 9-College | CTB | 7 | 10 | 3 |

TEST EVALUATIONS

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ES TEST*<br>*Teacher* | | 4-9 yrs. | CMES | 11 | 10 | 1 | 4 | 4 | 0 | | FFPPFP |
| | | | | | | | | | | | |
| | | GR 3-6 | JP | 9 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| | 1A3<br>1B3 | 18 yrs. & up | EB | 6 | 10 | 3 | 4 | 6 | 0 | | PFPPFP |
| *VENTORY* | | 12 yrs. & up | CPP | 4 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |
| *ITY, ADULT, FORM AA* | | Adult | CTB | 6 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, ADULT, FORM AA*<br>*h* | | Adult | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, ELEMENTARY, FORM AA* | | GR 4-8 | CTB | 6 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, ELEMENTARY, FORM AA*<br>*h* | | GR 4-8 | CTB | 6 | 9 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, INTERMEDIATE, FORM AA* | | GR 7-10 | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, INTERMEDIATE, FORM AA*<br>*h* | | GR 7-10 | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, PRIMARY, FORM AA* | | GR K-3 | CTB | 5 | 6 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, PRIMARY, FORM AA*<br>*h* | | GR K-3 | CTB | 7 | 7 | 3 | 5 | 7 | 4 | | PFPFGG |
| *ITY, SECONDARY, FORM AA* | | GR 9-College | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Sense of Personal Worth* | | GR 9-College | CTB | 7 | 10 |
| *EGO-STRENGTH Q-SORT TEST*<br>*Ego Status* | | 18 yrs. & up | PA | 6 | 8 |
| *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Depressive-Defeatist Thoughts and Feelings* | | 15 yrs. & up | WPS | 6 | 11 |
| *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Inadequacy: Feelings and Behavior* | | 15 yrs. & up | WPS | 6 | 11 |
| *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Total* | | 15 yrs. & up | WPS | 5 | 11 |
| *HOW I SEE MYSELF, ELEMENTARY FORM*<br>*Autonomy* | | GR 3-6 | IDHR | 6 | 8 |
| *HOW I SEE MYSELF, ELEMENTARY FORM*<br>*Physical Appearance* | | GR 3-6 | IDHR | 9 | 8 |
| *HOW MUCH LIKE ME?* | | GR 3-5 | CA | 7 | 9 |
| *MEASURES OF SELF-CONCEPT*<br>*Self-Appraisal Inventory, Intermediate* | | Intermediate Level | IOX | 6 | 10 |
| *MEASURES OF SELF-CONCEPT*<br>*Self-Appraisal Inventory, Primary* | | Primary Level | IOX | 6 | 8 |
| *MEASURES OF SELF-CONCEPT*<br>*Self-Appraisal Inventory, Secondary* | | Secondary Level | IOX | 6 | 10 |
| *OBJECTIVE-ANALYTIC (O-A) ANXIETY BATTERY, 1959-60 REV.*<br>*243-G: Survey of Experience and Skills* | | 14 yrs. & up | IPAT | 5 | 9 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Self Acceptance* | | 13 yrs. & up | EITS | 10 | 11 |
| *PERSONAL ORIENTATION INVENTORY*<br>*Self Regard* | | 13 yrs. & up | EITS | 6 | 11 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *Y, SECONDARY, FORM AA* | | GR 9-College | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| | | 18 yrs. & up | PA | 6 | 8 | 0 | 1 | 3 | 0 | | PFPPPP |
| *VALUATION TEST*<br>*ughts and Feelings* | | 15 yrs. & up | WPS | 6 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *VALUATION TEST*<br>*d Behavior* | | 15 yrs. & up | WPS | 6 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *VALUATION TEST* | | 15 yrs. & up | WPS | 5 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *FORM* | | GR 3-6 | IDHR | 6 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| *FORM* | | GR 3-6 | IDHR | 9 | 8 | 1 | 1 | 6 | 0 | | FFPPFP |
| | | GR 3-5 | CA | 7 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *, Intermediate* | | Intermediate Level | IOX | 6 | 10 | 0 | 2 | 5 | 0 | | PFPPFP |
| *, Primary* | | Primary Level | IOX | 6 | 8 | 0 | 2 | 5 | 0 | | PFPPFP |
| *, Secondary* | | Secondary Level | IOX | 6 | 10 | 0 | 2 | 5 | 0 | | PFPPFP |
| *IETY BATTERY, 1959-60 REV.*<br>*ience and Skills* | | 14 yrs. & up | IPAT | 5 | 9 | 5 | 7 | 7 | 2 | | PFFFGF |
| *RY* | | 13 yrs. & up | EITS | 10 | 11 | 5 | 4 | 7 | 0 | | FGFPGP |
| *RY* | | 13 yrs. & up | EITS | 6 | 11 | 5 | 4 | 7 | 0 | | PGFPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE* | | GR 3-12 | CRT | 11 |
| *PUPIL CREATIVITY CONCEPT Q-SORT*<br>*Self-Actualizing* | | GR 6 & up | EHB | 4 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Acceptance of Self and Others*<br>*Self* | | est. 16 yrs.-Adult | MGH | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Self-Others Questionnaire*<br>*Self* | | est. 16 yrs.-Adult | MGH | 4 |
| *SCHWARTZ SCALES*<br>*Self-Esteem* | | High School | CSE | 6 |
| *SEARS SELF-CONCEPT INVENTORY*<br>*Attractive Appearance, Items 7, 19, 31, 43* | | GR 3-6 | PSS | 4 |
| *SEARS SELF-CONCEPT INVENTORY*<br>*Physical Ability* | | GR 3-6 | PSS | 2 |
| *SEARS SELF-CONCEPT INVENTORY*<br>*School Subjects* | | GR 3-6 | PSS | 4 |
| *SELF-CONCEPT ADJECTIVE CHECKLIST* | | GR K-8 | PEI | 8 |
| *SELF-CONCEPT SCALE (MEACHAM)* | | Jr. College & up | MLM | 9 |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Concerns Disclosed* | | Adolescent | LWW | 8 |
| *SELF-PERCEPTION INVENTORY (SOARES & SOARES), STUDENT FORM* | 3A6 | GR 4-12 | ATS | 8 |
| *SELF-PERCEPTION INVENTORY (SOARES & SOARES), TEACHER FORM* | 3A6 | Teachers | ATS | 8 |
| *SELF-PERCEPTION SCALE*<br>*Actual Self Rating* | | Adult | AFF | 7 |

ARY TEST EVALUATIONS

| NOMIC CATEGORY ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *N'S SELF-CONCEPT SCALE* | | GR 3-12 | CRT | 11 | 13 | 5 | 4 | 7 | 0 | | FGFPGP |
| *CEPT Q-SORT*<br>*g* | | GR 6 & up | EHB | 4 | 6 | 0 | 0 | 5 | 0 | | PFPPFP |
| *REMENT OF ATTITUDES*<br>*elf and Others* | | est. 16 yrs.-Adult | MGH | 8 | 11 | 0 | 2 | 7 | 0 | | FGPPGP |
| *REMENT OF ATTITUDES*<br>*Questionnaire* | | est. 16 yrs.-Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| | | High School | CSE | 6 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| *NVENTORY*<br>*arance, Items 7, 19, 31, 43* | | GR 3-6 | PSS | 4 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| *NVENTORY*<br>*y* | | GR 3-6 | PSS | 2 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *NVENTORY* | | GR 3-6 | PSS | 4 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *VE CHECKLIST* | | GR K-8 | PEI | 8 | 11 | 3 | 2 | 5 | 0 | | FGPPFP |
| *(MEACHAM)* | | Jr. College & up | MLM | 9 | 11 | 0 | 1 | 6 | 0 | | FGPPFP |
| *ENTORY FOR ADOLESCENTS*<br>*osed* | | Adolescent | LWW | 3 | 8 | 2 | 3 | 7 | 0 | | FFPPGP |
| *ENTORY (SOARES & SOARES), STUDENT FORM* | 3A6 | GR 4-12 | ATS | 3 | 12 | 1 | 0 | 7 | 0 | | FGPPGP |
| *ENTORY (SOARES & SOARES), TEACHER FORM* | 3A6 | Teachers | ATS | 8 | 12 | 1 | 0 | 7 | 0 | | FGPPGP |
| *LE*<br>*ting* | | Adult | AFF | 7 | 10 | 3 | 1 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *SELF-PERCEPTION SCALE*<br>*Worst Self Rating* | | Adult | AFF | 5 | 10 |
| *TENNESSEE SELF-CONCEPT SCALE, COUNSELING FORM*<br>*Moral-Ethical Self* | | 12 yrs. & up | CRT | 7 | 10 |
| *TENNESSEE SELF-CONCEPT SCALE, COUNSELING FORM*<br>*Personal Self* | | 12 yrs. & up | CRT | 9 | 11 |
| *TENNESSEE SELF-CONCEPT SCALE, COUNSELING FORM*<br>*Physical Self* | | 12 yrs. & up | CRT | 11 | 12 |
| *THE THOMAS SELF-CONCEPT VALUES TEST*<br>*Self As Subject Score* | | 4-9 yrs. | CMES | 11 | 10 |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need VII: Need for Self Respect* | | GR 3 & up | MES | 4 | 6 |
| *WHAT I AM LIKE* | | Elementary | EC | 6 | 10 |
| *WHERE-ARE-YOU GAME* | | GR 3 | ME | 8 | 10 |
| *WLW PERSONAL ATTITUDE INVENTORY, 5th ED.*<br>*Humility and Insight* | | Adult | PGP | 6 | 10 |
| 3A4 Self-Esteem: Description About Others | | | | | |
| *BEHAVIOR RATING FORM FOR APPRAISING ASSURED AND CONFIDENT BEHAVIORS*<br>*Self-Esteem Behavior* | | est. GR 1-6 | SC | 6 | 13 |
| 3A5 Self-Esteem: Speculation About Others | | | | | |
| *MEASURES OF SELF-CONCEPT*<br>*The Class Play* | | Primary | IOX | 5 | 8 |
| *MEASURES OF SELF-CONCEPT*<br>*Parental Approval Index, Primary & Intermediate* | | Primary & Intermediate | IOX | 5 | 4 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | Adult | AFF | 5 | 10 | 1 | 1 | 7 | 0 | | PFPPGP |
| , *COUNSELING FORM* | | 12 yrs. & up | CRT | 7 | 10 | 3 | 1 | 7 | 0 | | PFPPGP |
| , *COUNSELING FORM* | | 12 yrs. & up | CRT | 9 | 11 | 4 | 1 | 7 | 0 | | FGPPGP |
| , *COUNSELING FORM* | | 12 yrs. & up | CRT | 11 | 12 | 4 | 1 | 7 | 0 | | FGPPGP |
| *ES TEST* | | 4-9 yrs. | CMES | 11 | 10 | 1 | 3 | 4 | 0 | | FFPPFP |
| *M A*<br>*f Respect* | | GR 3 & up | MES | 4 | 6 | 0 | 2 | 5 | 0 | | PFPPFP |
| | | Elementary | EC | 6 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | GR 3 | ME | 8 | 10 | 1 | 1 | 3 | 0 | | FFPPPP |
| *ORY, 5th ED.* | | Adult | PGP | 6 | 10 | 4 | 4 | 6 | 0 | | PFPPFP |
| out Others | | | | | | | | | | | |
| *RAISING ASSURED AND CONFIDENT* | | est. GR 1-6 | SC | 6 | 13 | 0 | 2 | 4 | 0 | | PGPPFP |
| out Others | | | | | | | | | | | |
| | | Primary | IOX | 5 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| , *Primary & Intermediate* | | Primary & Intermediate | IOX | 5 | 4 | 0 | 1 | 5 | 0 | | PPPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *MEASURES OF SELF-CONCEPT*<br>*Parental Approval Index, Secondary* | | Secondary | IOX | 5 |
| 3A6 Self-Esteem: Judgment About Others | | | | |
| *INFERRED SELF-CONCEPT JUDGMENT SCALE* | | GR 1-6 | ELM | 8 |
| *SELF-PERCEPTION INVENTORY (SOARES & SOARES), STUDENT FORM* | 3A3 | GR 4-12 | ATS | |
| *SELF-PERCEPTION INVENTORY (SOARES & SOARES), TEACHER FORM* | 3A3 | Teachers | ATS | |
| 3A7 Self-Esteem: Contrived Behavioral Situation | | | | |
| *MEASURES OF SELF-CONCEPT*<br>*Perceived Approval Situation* | | GR K-6 | IOX | 7 |
| *MUSIC PREFERENCES TEST, FORM A*<br>*Factor 3 (Hypomanic Self-Centeredness vs. Self-Distrust & Doubt)* | | Young Adult & Adult | IPAT | 5 |
| *SELF-SOCIAL SYMBOLS TASKS, ADOLESCENT FORM*<br>*Esteem (Horizontal)* | | Adolescent | IDHR | 5 |
| *SELF-SOCIAL SYMBOLS TASKS, PRESCHOOL FORM*<br>*Esteem (Vertical)* | | GR K-6 | IDHR | 5 |
| *SELF-SOCIAL SYMBOLS TASKS, PRESCHOOL FORM*<br>*Realism for Size* | | Preschool & Primary | IDHR | 3 |
| 3A8 Self-Esteem: Actual Behavioral Situation | | | | |
| *MEASURES OF SELF-CONCEPT*<br>*Work Posting* | | GR K-6 | IOX | 7 |
| 3B1 School Orientation: Self Description | | | | |

RY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *PT*<br>*Index, Secondary* | | Secondary | IOX | 5 | 8 | 0 | 1 | 7 | 0 | | PFPPGP |
| About Others | | | | | | | | | | | |
| *UDGMENT SCALE* | | GR 1-6 | ELM | 8 | 11 | 4 | 4 | 5 | 0 | | FGPPFP |
| *ORY (SOARES & SOARES), STUDENT FORM* | 3A3 | GR 4-12 | ATS | | | | | | | | |
| *ORY (SOARES & SOARES), TEACHER FORM* | 3A3 | Teachers | ATS | | | | | | | | |
| d Behavioral Situation | | | | | | | | | | | |
| *PT*<br>*l Situation* | | GR K-6 | IOX | 7 | 10 | 0 | 1 | 4 | 0 | | PFPPFP |
| *, FORM A*<br>*ic Self-Centeredness vs. Self-Distrust &* | | Young Adult & Adult | IPAT | 5 | 10 | 4 | 4 | 6 | 2 | | PFPPFF |
| *SKS, ADOLESCENT FORM*<br>*l)* | | Adolescent | IDHR | 5 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *SKS, PRESCHOOL FORM* | | GR K-6 | IDHR | 5 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *SKS, PRESCHOOL FORM* | | Preschool & Primary | IDHR | 3 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| ehavioral Situation | | | | | | | | | | | |
| *PT* | | GR K-6 | IOX | 7 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| elf Description | | | | | | | | | | | |

## AFFECTIVE SUM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Aspirations of Grade Level Completion* | | GR 7-12 | IOX | 2 | 12 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*High School on TV, Secondary* | | GR 7-12 | IOX | 2 | 9 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*If You Had A Visitor, Secondary* | | GR 7-12 | IOX | 0 | 9 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Imagine That, Secondary* | | GR 7-12 | IOX | 4 | 11 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*School Sentiment Index, Intermediate* | | GR 4-6 | IOX | 6 | 11 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*School Sentiment Index, Primary* | | GR K-3 | IOX | 6 | 12 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*School Sentiment Index, Secondary* | | GR 7-12 | IOX | 6 | 11 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Subject Area Preferences, Intermediate* | | GR 4-6 | IOX | 2 | 12 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Subject Area Preferences, Secondary* | | GR 7-12 | IOX | 2 | 12 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Take Your Pick* | | GR 7-12 | IOX | 2 | 10 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Task Completion, Intermediate* | | GR 4-6 | IOX | 0 | 10 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Task Completion, Secondary* | | GR 7-12 | IOX | 2 | 10 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Unwillingness to Transfer* | | est. GR 4-12 | IOX | 4 | 9 |
| *CALIFORNIA STUDY METHODS SURVEY*<br>*Attitudes Toward School* | | GR 7-13 | CTB | 9 | 12 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| K-12<br>de Level Completion | | GR 7-12 | IOX | 2 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| K-12<br>Secondary | | GR 7-12 | IOX | 2 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| K-12<br>or, Secondary | | GR 7-12 | IOX | 0 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| K-12<br>ndary | | GR 7-12 | IOX | 4 | 11 | 0 | 2 | 6 | 0 | | PGPPFP |
| K-12<br>ndex, Intermediate | | GR 4-6 | IOX | 6 | 11 | 0 | 2 | 5 | 0 | | PGPPFP |
| K-12<br>ndex, Primary | | GR K-3 | IOX | 6 | 12 | 0 | 2 | 6 | 0 | | PGPPFP |
| K-12<br>ndex, Secondary | | GR 7-12 | IOX | 6 | 11 | 0 | 2 | 6 | 0 | | PGPPFP |
| K-12<br>rences, Intermediate | | GR 4-6 | IOX | 2 | 12 | 0 | 2 | 6 | 0 | | PGPPFP |
| K-12<br>rences, Secondary | | GR 7-12 | IOX | 2 | 12 | 0 | 2 | 6 | 0 | | PGPPFP |
| K-12 | | GR 7-12 | IOX | 2 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| K-12<br>ntermediate | | GR 4-6 | IOX | 0 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| K-12<br>econdary | | GR 7-12 | IOX | 2 | 10 | 0 | 1 | 6 | 0 | | PFPPFP |
| K-12<br>ransfer | | est. GR 4-12 | IOX | 4 | 9 | 0 | 0 | 5 | 0 | | PFPPFP |
| S SURVEY<br>hool | | GR 7-13 | CTB | 9 | 12 | 5 | 6 | 8 | 0 | | FGFFGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *CAREL INSTRUMENTS, FORM P-A*<br>*Parent's Percept of Homework* | 3B3 | Parents | CAREL | 8 | 13 |
| *CAREL INSTRUMENTS, FORM S-D*<br>*Percept of Homework* | 3B3 | GR 3-6 | CAREL | 8 | 13 |
| *COLLEGE ADJUSTMENT AND STUDY SKILLS INVENTORY*<br>*Attitude and Personal Adjustment* | | College | PGP | 4 | 12 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Composite Score* | | College | CPP | 9 | 12 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Curricular Adjustment* | | College | CPP | 8 | 12 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Goal Orientation* | | College | PEI | 6 | 12 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, COLLEGE FORM*<br>*Self Mastery* | | College | PEI | 6 | 12 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Goal Orientation* | | Jr. & Sr. High School | PEI | 7 | 10 |
| *CORNELL LEARNING AND STUDY SKILLS INVENTORY, SECONDARY FORM*<br>*Self Mastery* | | Jr. & Sr. High School | PEI | 7 | 10 |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*F Scale (Attitude Toward School)* | | 11-16 yrs. | GG | 6 | 11 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Emotional-School* | | GR 3-6 | BMC | 2 | 6 |
| *E-D INVENTORY* | | GR 7-12 & Adult | SPS | 8 | 13 |
| *EDUCATIONAL DEVELOPMENT SERIES*<br>*School Interests* | | Primary | STS | 2 | 11 |
| *EDUCATIONAL DEVELOPMENT SERIES*<br>*School Plans* | | Elementary Level | STS | 2 | 8 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ework* | 3B3 | Parents | CAREL | 8 | 13 | 0 | 1 | 7 | 0 | | FGPPFP |
| | 3B3 | GR 3-6 | CAREL | 8 | 13 | 0 | 2 | 6 | 0 | | FGPPFP |
| *SKILLS INVENTORY*<br>*djustment* | | College | PGP | 4 | 12 | 4 | 6 | 7 | 0 | | PGPFGP |
| *IC ADJUSTMENT* | | College | CPP | 9 | 12 | 7 | 4 | 7 | 0 | | FGFPGP |
| *C ADJUSTMENT* | | College | CPP | 8 | 12 | 5 | 3 | 7 | 0 | | FGFPGP |
| *SKILLS INVENTORY, COLLEGE FORM* | | College | PEI | 6 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *SKILLS INVENTORY, COLLEGE FORM* | | College | PEI | 6 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *SKILLS INVENTORY, SECONDARY FORM* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 4 | 7 | 0 | | PFPPGP |
| *SKILLS INVENTORY, SECONDARY FORM* | | Jr. & Sr. High School | PEI | 7 | 10 | 3 | 4 | 7 | 0 | | PFPPGP |
| *MENT*<br>*d School)* | | 11-16 yrs. | GG | 6 | 11 | 4 | 3 | 7 | 0 | | PGPPGP |
| *Y, GAMMA FORM* | | GR 3-6 | BMC | 2 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| | | GR 7-12<br>& Adult | SPS | 8 | 13 | 0 | 2 | 7 | 0 | | FGPPGP |
| *IES* | | Primary | STS | 2 | 11 | 1 | 2 | 6 | 0 | | PGPPFP |
| *IES* | | Elementary Level | STS | 2 | 8 | 1 | 2 | 6 | 0 | | PFPPFP |

AFFECTIVE SUM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *THE FIVE FACES* | P01 A01<br>PG1 AG1<br>AH1 GH1 | GR 1-6 | RHS | 6 | 6 |
| *ILLINOIS COURSE EVALUATION QUESTIONNAIRE* | | College | MRD | 6 | 12 |
| *JIM SCALE STUDENT QUESTIONNAIRE, FORM F* | | GR 7-12 | OSU | 7 | 12 |
| *JUNIOR HIGH SCHOOL ARTICULATION SCALE* | | GR 7 | UMI | 10 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*ACW (Adjustment to College Work)* | | College | PC | 7 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*CTP (Curriculum and Teaching Procedure)* | | College | PC | 7 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*ASW (Adjustment to School Work)* | | GR 10-12 | PC | 7 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*CTP (Curriculum and Teaching Procedure)* | | GR 10-12 | PC | 7 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM J*<br>*S (School)* | | GR 7-9 | PC | 9 | 13 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Student Information Blank: Studying* | | GR 9-12 | PTO | 4 | 10 |
| *PICTOGRAPHIC SELF-RATING SCALE* | | GR 7 & up | PA | 8 | 10 |
| *THE PURDUE MASTER ATTITUDE SCALES*<br>*High School Attitude Scale, Form A* | | High School | UBS | 6 | 13 |
| *READING ATTITUDE INVENTORY* | | GR 7-9 | PBC | 5 | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Education (Mitchell)* | 6B1 | est. 14 yrs.-Adult | MGH | | |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | P01 A01<br>PG1 AG1<br>AH1 GH1 | GR 1-6 | RHS | 6 | 6 | 0 | 1 | 5 | 0 | | PFPPFP |
| *ION QUESTIONNAIRE* | | College | MRD | 6 | 12 | 0 | 4 | 7 | 0 | | PGPPGP |
| *IONNAIRE, FORM F* | | GR 7-12 | OSU | 7 | 12 | 2 | 3 | 7 | 0 | | PGPPGP |
| *CULATION SCALE* | | GR 7 | UMI | 10 | 13 | 1 | 3 | 7 | 0 | | FGPPGP |
| *T, FORM C*<br>*College Work)* | | College | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *T, FORM C*<br>*d Teaching Procedure)* | | College | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *T, FORM H*<br>*School Work)* | | GR 10-12 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *T, FORM H*<br>*d Teaching Procedure)* | | GR 10-12 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *T, FORM J* | | GR 7-9 | PC | 9 | 13 | 0 | 4 | 8 | 0 | | FGPPGP |
| *PTITUDES AND ABILITIES*<br>*n Blank: Studying* | | GR 9-12 | PTO | 4 | 10 | 0 | 0 | 6 | 0 | | PFPPFP |
| *G SCALE* | | GR 7 & up | PA | 8 | 10 | 3 | 2 | 6 | 1 | | FFPPFP |
| *UDE SCALES*<br>*de Scale, Form A* | | High School | UBS | 6 | 13 | 0 | 1 | 6 | 3 | | PGPPFF |
| *ORY* | | GR 7-9 | PBC | 5 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |
| *ENT OF ATTITUDES*<br>*cation (Mitchell)* | 6B1 | est. 14 yrs.-Adult | MGH | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Education (Glassey)* | | est. 16 yrs.-Adult | MGH |
| *SCHOOL ATTITUDE STUDY* | | est. GR 3-6 | HJC |
| *THE SCHOOL INVENTORY* | | High School | CPP |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Class Member* | 2C1 | High School & up | WBW |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Motivation* | 1F1 | High School & up | WBW |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Problem Solving or Intellectual Ability* | 3A1 | High School & up | WBW |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Task Orientation* | 1F1 | High School & up | WBW |
| *SELF-PERCEPTION-IN-SCHOOL* | | GR 1-3 | JMA |
| *STS JUNIOR INVENTORY, FORM G*<br>*About Me and My School* | | GR 4-8 | STS |
| *STS YOUTH INVENTORY, FORM G*<br>*My School* | | GR 7-12 | STS |
| *STUDENT ATTITUDE SCALE* | | GR 10-12 | AS |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Education Acceptance* | | GR 12-14 | PC |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Study Attitudes* | | GR 12-14 | PC |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Study Orientation* | V3 | GR 12-14 | PC |

Y TEST EVALUATIONS

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *NT OF ATTITUDES*<br>*ducation (Glassey)* | | est. 16 yrs.-Adult | MGH | 4 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| | | est. GR 3-6 | HJC | 6 | 8 | 0 | 2 | 3 | 0 | | PFPPPP |
| | | High School | CPP | 7 | 11 | 0 | 1 | 6 | 0 | | PGPPFP |
| *R SCALE* | 2C1 | High School & up | WBW | | | | | | | | |
| *R SCALE* | 1F1 | High School & up | WBW | | | | | | | | |
| *R SCALE*<br>*Intellectual Ability* | 3A1 | High School & up | WBW | | | | | | | | |
| *R SCALE* | 1F1 | High School & up | WBW | | | | | | | | |
| *L* | | GR 1-3 | JMA | 9 | 9 | 1 | 2 | 5 | 0 | | FFPPFP |
| *RM G*<br>*ool* | | GR 4-8 | STS | 6 | 13 | 0 | 2 | 7 | 0 | | PGPPFP |
| *M G* | | GR 7-12 | STS | 6 | 13 | 4 | 6 | 7 | 0 | | PGPFGP |
| | | GR 10-12 | AS | 7 | 13 | 1 | 1 | 8 | 0 | | PGPPGP |
| *ND ATTITUDES, FORM C*<br>*e* | | GR 12-14 | PC | 7 | 12 | 6 | 4 | 6 | 0 | | PGFPFP |
| *ND ATTITUDES, FORM C* | | GR 12-14 | PC | 8 | 12 | 5 | 4 | 6 | 0 | | FGFPFP |
| *ND ATTITUDES, FORM C* | V3 | GR 12-14 | PC | 9 | 12 | 7 | 5 | 6 | 0 | | FGFFFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SURVEY OF STUDY HABITS AND ATTITUDES, FORM C*<br>*Teacher Approval* | | GR 12-14 | PC | 9 | 12 | 6 |
| *TEACHING ATTITUDES QUESTIONNAIRE* | | College | BDW | 4 | 10 | 0 |
| *WHEN DO I SMILE?* | | GR 1-3 | DWD | 6 | 10 | 1 |
| *WITHDRAWAL QUESTIONNAIRE* | | College | REK | 8 | 13 | 1 |
| 3B2 School Orientation: Self Speculation | | | | | | |
| *ATTITUDE TO SCHOOL QUESTIONNAIRE* | | GR 1 | CSE | 9 | 10 | 1 |
| *PASS (PRIMARY ACADEMIC SENTIMENT SCALE)*<br>*Sentiment Scale* | | 4-7 yrs. | PII | 8 | 9 | 3 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Preparing For A Changing World* | | GR 5-12 | PDE | 4 | 9 | 0 |
| *QUESTIONNAIRE: ATTITUDE TOWARD TEACHER-ISSUED REINFORCEMENT* | | GR 8-12 | DCD | 4 | 11 | 0 |
| *SCHOOL INTEREST INVENTORY* | 3B3 | GR 7-12 | HMC | | | |
| 3B3 School Orientation: Self Judgment | | | | | | |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Persons and Places, Intermediate* | | GR 4-6 | IOX | 2 | 8 | 0 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Persons and Places, Secondary* | | GR 7-12 | IOX | 2 | 9 | 0 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*School Relations* | | GR 4-8 | CTB | 7 | 12 | 3 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ITUDES, FORM C* | | GR 12-14 | PC | 9 | 12 | 6 | 4 | 6 | 0 | | FGFPFP |
| *E* | | College | BDW | 4 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | GR 1-3 | DWD | 6 | 10 | 1 | 1 | 6 | 0 | | PFPPFP |
| | | College | REK | 8 | 13 | 1 | 2 | 6 | 0 | | FGPPFP |
| lation | | | | | | | | | | | |
| *E* | | GR 1 | CSE | 9 | 10 | 1 | 1 | 3 | 0 | | FFPPPP |
| *T SCALE)* | | 4-7 yrs. | PII | 8 | 9 | 3 | 4 | 5 | 0 | | FFPPFP |
| *orld* | | GR 5-12 | PDE | 4 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| *TEACHER-ISSUED REINFORCEMENT* | | GR 8-12 | DCD | 4 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| | 3B3 | GR 7-12 | HMC | | | | | | | | |
| ent | | | | | | | | | | | |
| *ediate* | | GR 4-6 | IOX | 2 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *ary* | | GR 7-12 | IOX | 2 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *LEMENTARY, FORM AA* | | GR 4-8 | CTB | 7 | 12 | 3 | 5 | 7 | 4 | | PGPFGG |

| **HLP TAXONOMIC CATEGORY<br>TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*School Relations* | | GR 7-10 | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*School Relations* | | GR K-3 | CTB | 7 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*School Relations* | | GR 9-13 | CTB | 7 | 12 |
| *CAREL INSTRUMENTS, FORM P-A*<br>*Parents' Percept of Homework* | 3B1 | Parents | CAREL | | |
| *CAREL INSTRUMENTS, FORM S-D*<br>*Percept of Homework* | 3B1 | GR 3-6 | CAREL | | |
| *DEMOS D (DROP-OUT) SCALE*<br>*E Area (Attitude Toward Education)* | | Jr. High & Sr. High Schools | WPS | 7 | 11 |
| *DEMOS D (DROP-OUT) SCALE*<br>*S Area (School Behavior)* | | Jr. High & Sr. High Schools | WPS | 7 | 11 |
| *DEMOS D (DROP-OUT) SCALE*<br>*Total* | | Jr. High & Sr. High Schools | WPS | 7 | 11 |
| *GUIDANCE INVENTORY* | 13<br>23 | High School | RPG | 5 | 6 |
| *HOW I SEE MYSELF, ELEMENTARY FORM*<br>*Teacher-School* | | GR 3-6 | IDHR | 9 | 8 |
| *KATZ-ALLPORT INVENTORY*<br>*Values in the College Experience* | | Adult | LJC | 8 | 11 |
| *NLSMA SCALES: VOL. 1, PART A, FORM 101*<br>*Ideas and Preferences* | | GR 4 | SMSG | 6 | 6 |
| *NLSMA SCALES: VOL. 1, PART A, FORM 6151*<br>*Ideas and Preferences* | | GR 6 | SMSG | 6 | 8 |
| *NLSMA SCALES: VOL. 1, PART A, FORM 6251*<br>*Ideas and Preferences* | | GR 6 | SMSG | 6 | 8 |

TEST EVALUATIONS

| r<br>C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ITY,INTERMEDIATE, FORM AA* | | GR 7-10 | CTB | 7 | 12 | 3 | 5 | 7 | 4 | | PGPFGG |
| *ITY,PRIMARY, FORM AA* | | GR K-3 | CTB | 7 | 12 | 3 | 5 | 7 | 4 | | PGPFGG |
| *ITY,SECONDARY, FORM AA* | | GR 9-13 | CTB | 7 | 12 | 3 | 5 | 7 | 4 | | PGPFGG |
| *nework* | 3B1 | Parents | CAREL | | | | | | | | |
| | 3B1 | GR 3-6 | CAREL | | | | | | | | |
| *d Education)* | | Jr. High<br>& Sr. High<br>Schools | WPS | 7 | 11 | 0 | 6 | 7 | 0 | | PGPFGP |
| *r)* | | Jr. High<br>& Sr. High<br>Schools | WPS | 7 | 11 | 0 | 6 | 7 | 0 | | PGPFGP |
| | | Jr. High<br>& Sr. High<br>Schools | WPS | 7 | 11 | 0 | 6 | 6 | 0 | | PGPFFP |
| | 13<br>23 | igh School | RPG | 5 | 6 | 0 | 5 | 5 | 0 | | PFPFFP |
| *Y FORM* | | GR 3-6 | IDHR | 9 | 8 | 1 | 1 | 6 | 0 | | FFPPFP |
| *Experience* | | Adult | LJC | 8 | 11 | 0 | 0 | 7 | 0 | | FGPPGP |
| *A, FORM 101* | | GR 4 | SMSG | 6 | 6 | 0 | 0 | 5 | 0 | | PFPPFP |
| *A, FORM 6151* | | GR 6 | SMSG | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |
| *A, FORM 6251* | | GR 6 | SMSG | 6 | 8 | 0 | 1 | 5 | 0 | | PFPPFP |

AFFECTIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *NLSMA SCALES: VOL. 1, PART B, FORM 8191*<br>*Ideas and Preferences* | | GR 8 | SMSG | 6 | 8 | 0 |
| *NLSMA SCALES: VOL. 1, PART B, FORM 8192*<br>*Ideas and Preferences* | | GR 8 | SMSG | 6 | 8 | 0 |
| *NLSMA SCALES: VOL. 2, PART A, FORM 111B*<br>*Ideas and Preferences* | | GR 7 | SMSG | 6 | 9 | 0 |
| *NLSMA SCALES: VOL. 2, PART A, FORM 117*<br>*Ideas and Preferences* | | GR 7 | SMSG | 6 | 9 | 0 |
| *NLSMA SCALES: VOL. 2, PART A, FORM 9151*<br>*Ideas and Preferences* | | GR 9 | SMSG | 6 | 8 | 0 |
| *NLSMA SCALES: VOL. 2, PART A, FORM 9252*<br>*Ideas and Preferences* | | GR 9 | SMSG | 6 | 8 | 0 |
| *NLSMA SCALES: VOL. 2, PART B, FORM 1191*<br>*Ideas and Preferences* | | GR 11 | SMSG | 6 | 8 | 0 |
| *NLSMA SCALES: VOL. 2, PART B, FORM 1192*<br>*Ideas and Preferences* | | GR 11 | SMSG | 6 | 8 | 0 |
| *NLSMA SCALES: VOL. 3, FORM 121B*<br>*Ideas and Preferences* | | GR 10 | SMSG | 6 | 9 | 0 |
| *NLSMA SCALES: VOL. 3, FORM 127*<br>*Ideas and Preferences* | | GR 10 | SMSG | 6 | 9 | 0 |
| *NLSMA SCALES: VOL. 3, FORM 2151*<br>*Ideas and Preferences* | | GR 12 | SMSG | 6 | 9 | 0 |
| *NLSMA SCALES: VOL. 3, FORM 2252*<br>*Ideas and Preferences* | | GR 11 | SMSG | 6 | 8 | 0 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Interest in School* | | 9-14 yrs. | PDE | 8 | 11 | 1 |
| *PERSONAL HISTORY INDEX*<br>*School Achievement* | | 17 yrs. & up | IRC | 9 | 13 | 2 |

| EGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *8191* | | GR 8 | SMSG | 6 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *8192* | | GR 8 | SMSG | 6 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| *111B* | | GR 7 | SMSG | 6 | 9 | 0 | 0 | 6 | 0 | | PFPPFP |
| *117* | | GR 7 | SMSG | 6 | 9 | 0 | 0 | 6 | 0 | | PFPPFP |
| *9151* | | GR 9 | SMSG | 6 | 8 | 0 | 0 | 5 | 0 | | PFPPFP |
| *9252* | | GR 9 | SMSG | 6 | 8 | 0 | 0 | 5 | 0 | | PFPPFP |
| *1191* | | GR 11 | SMSG | 6 | 8 | 0 | 0 | 5 | 0 | | PFPPFP |
| *1192* | | GR 11 | SMSG | 6 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| | | GR 10 | SMSG | 6 | 9 | 0 | 0 | 5 | 0 | | PFPPFP |
| | | GR 10 | SMSG | 6 | 9 | 0 | 0 | 5 | 0 | | PFPPFP |
| | | GR 12 | SMSG | 6 | 9 | 0 | 0 | 5 | 0 | | PFPPFP |
| | | GR 11 | SMSG | 6 | 8 | 0 | 0 | 5 | 0 | | PFPPFP |
| | | 9-14 yrs. | PDE | 8 | 11 | 1 | 1 | 6 | 0 | | FGPPFP |
| | | 17 yrs. & up | IRC | 9 | 13 | 2 | 2 | 8 | 0 | | FGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| *PUPIL OPINION QUESTIONNAIRE* | | GR 6-8 | OG |
| *THE PURDUE MASTER ATTITUDE SCALES*<br>*Attitude Toward Any School Subject, Form A* | | High School & up | UBS |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Semantic Distance Questionnaire* | | est. GR 9-12 | MGH |
| *SCHOOL EXPECTATION INTERVIEW* | | est. GR 1-6 | ETS |
| *SCHOOL INTEREST INVENTORY* | 3B2<br>5A2<br>5B2 | GR 7-12 | HMC |
| *SCHWARTZ SCALES*<br>*Expressive Orientation* | | High School | CSE |
| *SCHWARTZ SCALES*<br>*Formal School Compliance* | | High School | CSE |
| *SCHWARTZ SCALES*<br>*Idealized School Goals* | | High School | CSE |
| *SCHWARTZ SCALES*<br>*Instrumental Orientation* | | High School | CSE |
| *SELF-CONCEPT INSTRUMENT: A LEARNER SCALE (MODIFIED)* | | Elementary | GPL |
| *SELF-ESTEEM INVENTORY, FORM A*<br>*School-Academic* | | 9 yrs.-Adult | SC |
| *SIZING UP YOUR SCHOOL SUBJECTS* | | High School | ETS |
| *SM (SCHOOL MORALE) SCALE* | | GR 4-12 | LSW |
| *STUDY HABITS INVENTORY*<br>*Distribution of Time, Items 14, 15, 16, 17* | | College Fresh. & up | SUP |

## Y TEST EVALUATIONS

| Examinee | MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | IRE | | GR 6-8 | OG | 8 | 9 | 1 | 1 | 6 | 0 | | FFPPFP |
| | DE SCALES<br>School Subject, Form A | | High School & up | UBS | 4 | 9 | 0 | 1 | 6 | 3 | | PFPPFF |
| | NT OF ATTITUDES<br>uestionnaire | | est. GR 9-12 | MGH | 4 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| 12 | VIEW | | est. GR 1-6 | ETS | 8 | 12 | 1 | 3 | 2 | 3 | | FGPPPF |
| | Y | 3B2<br>5A2<br>5B2 | GR 7-12 | HMC | 8 | 8 | 3 | 1 | 5 | 0 | | FFPPFP |
| 1 | ion | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| 1 | ances | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| 1 | als | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| 1 | ation | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| | A LEARNER SCALE (MODIFIED) | | Elementary | GPL | 5 | 8 | 1 | 1 | 6 | 0 | | PFPPFP |
| 1 | ORM A | | 9 yrs.-Adult | SC | 2 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| 1 | BJECTS | | High School | ETS | 9 | 11 | 3 | 5 | 0 | 0 | | FGPPGP |
| 1 | | | GR 4-12 | LSW | 14 | 13 | 3 | 3 | 7 | 0 | | GGPPGP |
| | , Items 14, 15, 16, 17 | | College Fresh. & up | SUP | 2 | 8 | 0 | 1 | 7 | 0 | | PPPPGP |

| | HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0-13 |
| | *STUDY HABITS INVENTORY*<br>*General Habits and Attitudes of Work* | | College Fresh. & up | SUP | 4 | 8 |
| | *STUDY OF HIGH SCHOOL STUDENTS' ATTITUDES AND ASPIRATIONS* | | High School | JRS | 13 | 12 |
| | *TEACHER MOBILITY AND RETENTION QUESTIONNAIRE* | | Teachers | BIA | 10 | 13 |
| 3B4 | School Orientation: Description About Others | | | | | |
| | *ATTITUDE TOWARD SCHOOL K-12*<br>*School Conduct: Compliance with School Rules, Primary-Intermediate* | | GR 1-6 | IOX | 2 | 10 |
| | *ATTITUDE TOWARD SCHOOL K-12*<br>*School Conduct: Compliance with School Rules, Secondary* | | GR 7-12 | IOX | 2 | 10 |
| | *CAREL INSTRUMENTS, FORM T-F*<br>*Teacher Percept of Students' Achievement* | | Teacher | CAREL | 4 | 13 |
| | *CAREL INSTRUMENTS, PARENT INSTRUMENT*<br>*Parents' Percept of Child's Achievement* | | Parent | CAREL | 4 | 13 |
| | *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*School* | | 5-8 yrs. | BMC | 4 | 12 |
| | *MY CLASS* | 3A1 | Teachers | ORE | | |
| | *STUDENT EVALUATION SCALE (SES)*<br>*Educational Response* | | 6-21 yrs. | PEI | 4 | 10 |
| 3B5 | School Orientation: Speculation About Others | | | | | |
| 3B6 | School Orientation: Judgment About Others | | | | | |
| | *FIRST-GRADE ADJUSTMENT SCALE*<br>*Adjustment to Classroom Membership and Requirements* | | GR 1 | GRM | 7 | 13 |

| GORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ork* | | College Fresh. & up | SUP | 4 | 8 | 0 | 1 | 7 | 0 | | PFPPGP |
| *ES AND ASPIRATIONS* | | High School | JRS | 13 | 12 | 1 | 2 | 6 | 0 | | GGPPFP |
| *NAIRE* | | Teachers | BIA | 10 | 13 | 0 | 1 | 6 | 0 | | FGPPFP |
| Others | | | | | | | | | | | |
| *chool Rules, Primary-* | | GR 1-6 | IOX | 2 | 10 | 0 | 2 | 3 | 0 | | PFPPPP |
| *chool Rules, Secondary* | | GR 7-12 | IOX | 2 | 10 | 0 | 2 | 3 | 0 | | PFPPPP |
| *vement* | | Teacher | CAREL | 4 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *ement* | | Parent | CAREL | 4 | 13 | 0 | 1 | 7 | 0 | | PGPPFP |
| *RM* | | 5-8 yrs. | BMC | 4 | 12 | 1 | 3 | 4 | 0 | * | PGPPFP |
| | 3A1 | Teachers | ORE | | | | | | | | |
| | | 6-21 yrs. | PEI | 4 | 10 | 1 | 4 | 4 | 0 | | PFPPFP |
| Others | | | | | | | | | | | |
| ers | | | | | | | | | | | |
| *and Requirements* | | GR 1 | GRM | 7 | 13 | 1 | 1 | 5 | 0 | | PGPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PUPIL BEHAVIOR INVENTORY* | | GR 1-6 | WWP | 4 | 8 |
| *STUDENT EVALUATION SCALE (SES)*<br>*Educational Response* | | 6-21 yrs. | PEI | 4 | 10 |
| *SURVEY OF STUDENT OPINION OF TEACHING* | | College | MTM | 7 | 12 |
| 3B7 School Orientation: Contrived Behavioral Situation | | | | | |
| *HOYT SCALE FOR MEASURING ARITHMETIC ATTITUDE* | | GR 3, 5, 6 & Teachers | RGA | 9 | 6 |
| 3B8 School Orientation: Actual Behavioral Situation | | | | | |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Compliance With Assigned Tasks* | | GR 1-6 | IOX | 2 | 11 |
| *CHILD BEHAVIOR RATING SCALE*<br>*School Adjustment* | | 5-9 yrs. | WPS | 7 | 12 |
| *SCIOS (SOUTHWESTERN COOPERATIVE INTERACTION OBSERVATION SCHEDULE)*<br>*Sections I, II, III, VI, VII, VIII* | | est. GR 1-4 | SWCEL | 7 | 13 |
| 3C1 Internal-External Control: Self Description | | | | | |
| *CHILDREN'S LOCUS OF CONTROL SCALE* | | 5-15 yrs. | RFC | 8 | 11 |
| *IAR (INTELLECTUAL ACHIEVEMENT RESPONSIBILITY) QUESTIONNAIRE* | | GR 3-12 | VCC | 6 | 7 |
| *INTERNAL-EXTERNAL CONTROL SCALE* | | Adult | JR | 9 | 8 |
| *MULTIDIMENSIONAL INTERNAL-EXTERNAL SCALE* | | College | JLD | 8 | 11 |

EST EVALUATIONS

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | GR 1-6 | WWP | 4 | 8 | 1 | 1 | 4 | 0 | | PFPPFP |
| *S)* | | 6-21 yrs. | PEI | 4 | 10 | 1 | 4 | 4 | 0 | | PFPPFP |
| *TEACHING* | | College | MTM | 7 | 12 | 5 | 4 | 8 | 0 | | PGFPGP |
| ed Behavioral Situation | | | | | | | | | | | |
| *THMETIC ATTITUDE* | | GR 3, 5, 6 & Teachers | RGA | 9 | 6 | 1 | 1 | 6 | 0 | | FFPPFP |
| Behavioral Situation | | | | | | | | | | | |
| *Tasks* | | GR 1-6 | IOX | 2 | 11 | 0 | 1 | 1 | 0 | | PGPPPP |
| | | 5-9 yrs. | WPS | 7 | 12 | 2 | 6 | 4 | 0 | | PGPFFP |
| *IVE INTERACTION OBSERVATION*<br>*VII, VIII* | | est. GR 1-4 | SWCEL | 7 | 13 | 3 | 1 | 5 | 0 | | PGPPFP |
| Self Description | | | | | | | | | | | |
| *SCALE* | | 5-15 yrs. | RFC | 8 | 11 | 0 | 3 | 4 | 0 | | FGPPFP |
| *RESPONSIBILITY) QUESTIONNAIRE* | | GR 3-12 | VCC | 6 | 7 | 2 | 2 | 5 | 0 | | PFPPFP |
| *ALE* | | Adult | JR | 9 | 8 | 1 | 0 | 7 | 0 | | FFPPGP |
| *TERNAL SCALE* | | College | JLD | 8 | 11 | 1 | 1 | 7 | 0 | | FGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| 3C2 Internal-External Control: Self Speculation | | | | | |
| *THE STORY OF TOMMY, PRIMARY FORM* | | GR 1-3 | MFG | 8 | 6 |
| 3C3 Internal-External Control: Self Judgment | | | | | |
| *CALIFORNIA PSYCHOLOGICAL INVENTORY*<br>*Self-Control* | | 12 yrs. & up | CPP | 3 | 9 |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Sense of Personal Freedom* | | Adult | CTB | 5 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Sense of Personal Freedom* | | GR 4-8 | CTB | 5 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Sense of Personal Freedom* | | GR 7-10 | CTB | 5 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Sense of Personal Freedom* | | GR K-3 | CTB | 5 | 12 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Sense of Personal Freedom* | | GR 9-13 | CTB | 5 | 12 |
| *GROUP COHESIVENESS: A STUDY OF GROUP MORALE*<br>*Satisfaction of Individual Motives* | | Adult | PA | 3 | 10 |
| *HOW WELL DO YOU KNOW YOURSELF?, FORM NE-21*<br>*Vocational Assurance* | 3A2 | GR 9 & up | EAC | 6 | 10 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Multiplexity* | 2B3 | Adult | LSW | | |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Positive-Negative* | 2B3 | Adult | LSW | | |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Strength of Will* | | Adult | LSW | 11 | 13 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| Self Speculation | | | | | | | | | | | |
| *FORM* | | GR 1-3 | MFG | 8 | 6 | 4 | 1 | 5 | 0 | | FFPPFP |
| Self Judgment | | | | | | | | | | | |
| *VENTORY* | | 12 yrs. & up | CPP | 3 | 9 | 3 | 6 | 6 | 0 | | PFPFFP |
| *TY, ADULT, FORM AA*<br>*iom* | | Adult | CTB | 5 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *TY, ELEMENTARY, FORM AA*<br>*iom* | | GR 4-8 | CTB | 5 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *TY, INTERMEDIATE, FORM AA*<br>*iom* | | GR 7-10 | CTB | 5 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *TY, PRIMARY, FORM AA*<br>*iom* | | GR K-3 | CTB | 5 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *TY, SECONDARY, FORM AA*<br>*iom* | | GR 9-13 | CTB | 5 | 12 | 3 | 4 | 7 | 5 | | PGPPGG |
| *OF GROUP MORALE*<br>*dual Motives* | | Adult | PA | 3 | 10 | 1 | 4 | 8 | 0 | | PFPPGP |
| *F?, FORM NE-21* | 3A2 | GR 9 & up | EAC | 6 | 10 | 4 | 2 | 7 | 0 | | PFPPGP |
| *URE) SCALE* | 2B3 | Adult | LSW | | | | | | | | |
| *URE) SCALE* | 2B3 | Adult | LSW | | | | | | | | |
| *URE) SCALE* | | Adult | LSW | 11 | 13 | 4 | 5 | 7 | 0 | | FGPFGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *PHN (PHILOSOPHY OF HUMAN NATURE) SCALE*<br>*Variability* | | Adult | LSW | 4 | 13 |
| *SCHWARTZ SCALES*<br>*Futuristic Orientation* | | High School | CSE | 2 | 13 |
| 3C4 Internal-External Control: Description About Others | | | | | |
| 3C5 Internal-External Control: Speculation About Others | | | | | |
| 3C6 Internal-External Control: Judgment About Others | | | | | |
| 3C7 Internal-External Control: Contrived Behavioral Situation | | | | | |
| 3C8 Internal-External Control: Actual Behavioral Situation | | | | | |
| 41 Needs: Self Description | | | | | |
| *HANDICAP PROBLEMS INVENTORY*<br>*Vocational* | | Teenage & up | UBS | 6 | 11 |
| *LIFE ADJUSTMENT INVENTORY* | | GR 9-12 | PA | 9 | 12 |
| 42 Needs: Self Speculation | | | | | |
| 43 Needs: Self Judgment | | | | | |
| *VAN PIT SERIES - WISHES, FORM A*<br>*Need III: Economic Security* | | GR 3 & up | MES | 2 | 6 |
| 44 Needs: Description About Others | | | | | |

## Y TEST EVALUATIONS

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *NATURE) SCALE* | | Adult | LSW | 4 | 13 | 5 | 5 | 7 | 0 | | PGFFGP |
| *ion* | | High School | CSE | 2 | 13 | 2 | 1 | 7 | 0 | | PGPPGP |
| l: Description About Others | | | | | | | | | | | |
| l: Speculation About Others | | | | | | | | | | | |
| l: Judgment About Others | | | | | | | | | | | |
| l: Contrived Behavioral Situation | | | | | | | | | | | |
| l: Actual Behavioral Situation | | | | | | | | | | | |
| n | | | | | | | | | | | |
| *TORY* | | Teenage & up | UBS | 6 | 11 | 4 | 2 | 6 | 0 | | PGPPFP |
| *RY* | | GR 9-12 | PA | 9 | 12 | 1 | 4 | 7 | 0 | | FGPFGP |
| n | | | | | | | | | | | |
| | | | | | | | | | | | |
| *, FORM A*<br>*c Security* | | GR 3 & up | MES | 2 | 6 | 0 | 2 | 5 | 0 | | PFPPFP |
| ut Others | | | | | | | | | | | |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0 |
| 45 Needs: Speculation About Others | | | | | | |
| 46 Needs: Judgment About Others | | | | | | |
| *Q-SORT FOR THE HIERARCHY OF NEEDS* | | Adult | LECP | 4 | 9 | 0 |
| 47 Needs: Contrived Behavioral Situation | | | | | | |
| 48 Needs: Actual Behavioral Situation | | | | | | |
| 4A1 Need to Avoid Failure: Self Description | | | | | | |
| *SELF-CONCEPT AS A LEARNER SCALE*<br>*Task Orientation* | 1F1 | High School & up | WBW | | | |
| 4A2 Need to Avoid Failure: Self Speculation | | | | | | |
| *EDWARDS PERSONALITY INVENTORY*<br>*Anxious About His Performance* | | 18 yrs. & up | SRA | 9 | 11 | 4 |
| 4A3 Need to Avoid Failure: Self Judgment | | | | | | |
| 4A4 Need to Avoid Failure: Description About Others | | | | | | |
| 4A5 Need to Avoid Failure: Speculation About Others | | | | | | |
| 4A6 Need to Avoid Failure: Judgment About Others | | | | | | |
| 4A7 Need to Avoid Failure: Contrived Behavioral Situation | | | | | | |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | Adult | LECP | 4 | 9 | 0 | 3 | 4 | 0 | | PFPPFP |
| uation | | | | | | | | | | | |
| on | | | | | | | | | | | |
| ription | | | | | | | | | | | |
| | 1F1 | High School & up | WBW | | | | | | | | |
| ulation | | | | | | | | | | | |
| | | 18 yrs. & up | SRA | 9 | 11 | 4 | 4 | 8 | 0 | | FGPPGP |
| ment | | | | | | | | | | | |
| on About Others | | | | | | | | | | | |
| on About Others | | | | | | | | | | | |
| About Others | | | | | | | | | | | |
| Behavioral Situation | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| 4A8 Need to Avoid Failure: Actual Behavioral Situation | | | | | |
| 4B1 Need for Feedback: Self Description | | | | | |
| *EDWARDS PERSONAL PREFERENCE SCHEDULE*<br>*Deference* | 1A1 | College & Adult | PC | 7 | 12 |
| 4B2 Need for Feedback: Self Speculation | | | | | |
| 4B3 Need for Feedback: Self Judgment | | | | | |
| 4B4 Need for Feedback: Description About Others | | | | | |
| 4B5 Need for Feedback: Speculation About Others | | | | | |
| 4B6 Need for Feedback: Judgment About Others | | | | | |
| 4B7 Need for Feedback: Contrived Behavioral Situation | | | | | |
| 4B8 Need for Feedback: Actual Behavioral Situation | | | | | |
| 51 Interests: Self Description | | | | | |
| *BIOGRAPHICAL INVENTORY - CREATIVITY* | | High School & College | EITS | 7 | 11 |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*D Scale (Using One's Hands)* | | 11-16 yrs. | GG | 4 | 10 |
| *KUDER E* | | GR 7-12 | SRA | 8 | 12 |

T EVALUATIONS

| CATEGORY<br>IE | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| Behavioral Situation | | | | | | | | | | | |
| ption | | | | | | | | | | | |
| *HEDULE* | 1A1 | College & Adult | PC | 7 | 12 | 5 | 5 | 5 | 7 | 0 | PGFFGP |
| ation | | | | | | | | | | | |
| nt | | | | | | | | | | | |
| About Others | | | | | | | | | | | |
| About Others | | | | | | | | | | | |
| bout Others | | | | | | | | | | | |
| Behavioral Situation | | | | | | | | | | | |
| avioral Situation | | | | | | | | | | | |
| | | | | | | | | | | | |
| *IVITY* | | High School & College | EITS | 7 | 11 | 6 | 4 | 7 | 0 | | PGFPGP * |
| *T*<br>*s)* | | 11-16 yrs. | GG | 4 | 10 | 3 | 4 | 7 | 0 | | PFPPGP |
| | | GR 7-12 | SRA | 8 | 12 | 6 | 7 | 7 | 0 | | FGFFGP |

AFFECTIVE SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *KUDER PREFERENCE RECORD, PERSONAL FORM A*<br>*Personal* | | GR 9 & up | SRA | 8 | 13 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Interest Inventory* | | GR 9-12 | PTO | 4 | 10 |
| 52 Interests: Self Speculation | | | | | |
| *WHAT I LIKE TO DO* | | GR 4-7 | SRA | 9 | 12 |
| 53 Interests: Self Judgment | | | | | |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*I Scale (Ideas)* | | 11-16 yrs. | GG | 4 | 10 |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*P Scale (People)* | | 11-16 yrs. | GG | 4 | 10 |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*T Scale (Things)* | | 11-16 yrs. | GG | 5 | 10 |
| *EXPERIMENTAL COMPARATIVE PREDICTION BATTERIES*<br>*Book C: Interest Index* | | High School & College | ETS | 7 | 10 |
| *THE GEIST PICTURE INTEREST INVENTORY, FORM F*<br>*Male and Female* | | High School | WPS | 8 | 11 |
| *STRONG VOCATIONAL INTEREST BLANKS, FORM TW398* | | Adult | SUP | 14 | 12 |
| *THE YOU TEST, FORM A*<br>*What Would You Do?* | | GR 5-7 | WHM | 2 | 7 |
| 54 Interests: Description About Others | | | | | |
| 55 Interests: Speculation About Others | | | | | |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| FORM A | | GR 9 & up | SRA | 8 | 13 | 4 | 7 | 7 | 0 | | FGPFGP |
| ND ABILITIES | | GR 9-12 | PTO | 4 | 10 | 0 | 0 | 6 | 0 | | PFPPFP |
| | | | | | | | | | | | |
| | | GR 4-7 | SRA | 9 | 12 | 3 | 7 | 8 | 0 | | FGPFGP |
| | | | | | | | | | | | |
| | | 11-16 yrs. | GG | 4 | 10 | 4 | 3 | 6 | 0 | | PFPPFP |
| | | 11-16 yrs. | GG | 4 | 10 | 4 | 3 | 6 | 0 | | PFPPFP |
| | | 11-16 yrs. | GG | 5 | 10 | 4 | 3 | 6 | 0 | | PFPPFP |
| ON BATTERIES | | High School & College | ETS | 7 | 10 | 0 | 1 | 5 | 0 | | PFPPFP |
| ORY, FORM F | | High School | WPS | 8 | 11 | 1 | 4 | 6 | 0 | | FGPPFP |
| , FORM TW398 | | Adult | SUP | 14 | 12 | 4 | 3 | 7 | 0 | | GGPPGP |
| | | GR 5-7 | WHM | 2 | 7 | 0 | 1 | 6 | 0 | | PFPPFP |
| ers | | | | | | | | | | | |
| ers | | | | | | | | | | | |

| **HLP TAXONOMIC CATEGORY**<br>**TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| 56 Interests: Judgment About Others | | | | |
| 57 Interests: Contrived Behavioral Situation | | | | |
| 58 Interests: Actual Behavioral Situation | | | | |
| 5A1 Vocational Interests: Self Description | | | | |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Headlines in the News, Intermediate* | | GR 4-6 | IOX | 4 |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*Headlines in the News, Secondary* | | GR 7-12 | IOX | 6 |
| *CALIFORNIA OCCUPATIONAL PREFERENCE SURVEY* | | High School & Adult | EITS | 10 |
| *CREE QUESTIONNAIRE* | V10 | Adult | IRC | |
| *EDUCATIONAL DEVELOPMENT SERIES*<br>*Career Interests* | | Elementary Level | STS | 4 |
| *FL (FLUENCY) OPINION SURVEY (SELECTED ITEMS)* | | High School & up | SPS | 4 |
| *INVENTORY OF VOCATIONAL INTERESTS* | | GR 7-16 & Adult | PA | 5 |
| *KUDER OCCUPATIONAL INTEREST SURVEY, FORM DD* | | GR 9 & up | SRA | 12 |
| *KUDER PREFERENCE RECORD, VOCATIONAL FORM C*<br>*Vocational* | | GR 9 & up | SRA | 9 |
| *MINNESOTA VOCATIONAL INTEREST INVENTORY* | | GR 9 & up | PC | 6 |

## TEST EVALUATIONS

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| thers | | | | | | | | | | | |
| oral Situation | | | | | | | | | | | |
| l Situation | | | | | | | | | | | |
| Description | | | | | | | | | | | |
| *Intermediate* | | GR 4-6 | IOX | 4 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| *Secondary* | | GR 7-12 | IOX | 6 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| *ERENCE SURVEY* | | High School & Adult | EITS | 10 | 13 | 6 | 7 | 7 | 0 | | FGFFGP |
| | V10 | Adult | IRC | | | | | | | | |
| *ES* | | Elementary Level | STS | 4 | 10 | 1 | 2 | 6 | 0 | | PFPPFP |
| *(SELECTED ITEMS)* | | High School & up | SPS | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *ERESTS* | | GR 7-16 & Adult | PA | 5 | 8 | 3 | 2 | 6 | 0 | | PFPPFP |
| *SURVEY, FORM DD* | | GR 9 & up | SRA | 12 | 13 | 6 | 6 | 7 | 0 | | GGFFGP |
| *CATIONAL FORM C* | | GR 9 & up | SRA | 9 | 13 | 3 | 7 | 6 | 0 | | FGPFFP |
| *T INVENTORY* | | GR 9 & up | PC | 6 | 11 | 5 | 5 | 7 | 0 | | PGFFGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments 1 | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*FVE (Future: Vocational and Educational)* | | College | PC | 5 | 13 | 0 |
| *PICTURE INTEREST INVENTORY* | | GR 7-Adult (Males) | CTB | 9 | 13 | 6 |
| *SALES MOTIVATION INVENTORY* | | Adult | MMB | 12 | 13 | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Teaching, Form A* | | est. 16 yrs.-Adult | MGH | 4 | 9 | 0 |
| *SELF-DIRECTED SEARCH* | | 15 yrs. & Adult | CPP | 10 | 11 | 3 |
| *STS YOUTH INVENTORY, FORM G*<br>*After High School* | | GR 7-12 | STS | 6 | 13 | 4 |
| 5A2 Vocational Interests: Self Speculation | | | | | | |
| *OCCUPATIONAL INTEREST INVENTORY* | | GR 7-Adult | CTB | 9 | 11 | 6 |
| *SCHOOL INTEREST INVENTORY* | 3B3 | GR 7-12 | HMC | | | |
| *THURSTONE INTEREST SCHEDULE* | | High School & up | PC | 10 | 13 | 1 |
| *WORK INTEREST INDEX (NON-VERBAL)*<br>*Factors 1-12* | | Adult Men | IRC | 10 | 12 | 4 |
| 5A3 Vocational Interests: Self Judgment | | | | | | |
| *ACADEMIC INTERESTS MEASURES* | | Secondary School | ETS | 7 | 11 | 1 |
| *AN INVENTORY OF RELIGIOUS ACTIVITIES AND INTERESTS* | | est. 16 yrs.-Adult | ETS | 3 | 12 | 5 |

| TEGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *Educational)* | | College | PC | 5 | 13 | 0 | 3 | 8 | 0 | | PGPPGP |
| | | GR 7-Adult (Males) | CTB | 9 | 13 | 6 | 4 | 7 | 0 | | FGFPGP |
| | | Adult | MMB | 12 | 13 | 6 | 6 | 7 | 0 | | GGFFGP |
| *TUDES*<br>*m A* | | est. 16 yrs.-Adult | MGH | 4 | 9 | 0 | 2 | 7 | 4 | | PFPPGG * |
| | | 15 yrs. & Adult | CPP | 10 | 11 | 3 | 4 | 7 | 0 | | FGPPGP |
| | | GR 7-12 | STS | 6 | 13 | 4 | 6 | 7 | 0 | | PGPFGP |
| ation | | | | | | | | | | | |
| | | GR 7-Adult | CTB | 9 | 11 | 6 | 6 | 5 | 0 | | FGFFFP |
| | 3B3 | GR 7-12 | HMC | | | | | | | | |
| | | High School & up | PC | 10 | 13 | 1 | 2 | 7 | 0 | | FGPPGP |
| | | Adult Men | IRC | 10 | 12 | 4 | 3 | 6 | 0 | | FGPPFP |
| nt | | | | | | | | | | | |
| | | Secondary School | ETS | 7 | 11 | 1 | 5 | 7 | 0 | | PGPFGP |
| *ES AND INTERESTS* | | est. 16 yrs.-Adult | ETS | 3 | 12 | 5 | 7 | 7 | 0 | | PGFFGP * |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *NLSMA SCALES: VOL. 1, PART A, FORM 202 G/202B*<br>*Part I: What I Would Like To Be* | 1G3 | GR 5 | SMSG | |
| *NLSMA SCALES: VOL. 1, PART A, FORM 202 G/202B*<br>*Part II: My Interests and Activities* | 1G3 | GR 5 | SMSG | |
| *NLSMA SCALES: VOL. 2, PART A, FORM 272 G/272B*<br>*Part I: What I Would Like To Be* | 1G3 | GR 8 | SMSG | |
| *NLSMA SCALES: VOL. 2, PART A, FORM 272 G/272B*<br>*Part II: My Interests and Activities* | 1G3 | GR 8 | SMSG | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Farming* | | est. 16 yrs.-Adult | MGH | 5 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Teaching As A Career* | | est. 16 yrs.-Adult | MGH | 3 |
| *WILLIAM, LYNDE AND WILLIAMS ANALYSIS OF INTERESTS* | | Adult | PGP | 10 |
| 5A4 Vocational Interests: Description About Others | | | | |
| 5A5 Vocational Interests: Speculation About Others | | | | |
| 5A6 Vocational Interests: Judgment About Others | | | | |
| 5A7 Vocational Interests: Contrived Behavioral Situation | | | | |
| 5A8 Vocational Interests: Actual Behavioral Situation | | | | |
| 5B1 Avocational Interests: Self Description | | | | |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*A Picture Choice, Lower Primary* | | GR K-1 | IOX | 2 |

ST EVALUATIONS

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *FORM 202 G/202B*<br>*e To Be* | 1G3 | GR 5 | SMSG | | | | | | | | |
| *FORM 202 G/202B*<br>*d Activities* | 1G3 | GR 5 | SMSG | | | | | | | | |
| *FORM 272 G/272B*<br>*e To Be* | 1G3 | GR 8 | SMSG | | | | | | | | |
| *FORM 272 G/272B*<br>*d Activities* | 1G3 | GR 8 | SMSG | | | | | | | | |
| *ATTITUDES* | | est. 16 yrs.-Adult | MGH | 5 | 11 | 0 | 2 | 7 | 0 | | PGPPGP * |
| *ATTITUDES*<br>*As A Career* | | est. 16 yrs.-Adult | MGH | 3 | 12 | 1 | 2 | 7 | 0 | | PGPPGP * |
| *ALYSIS OF INTERESTS* | | Adult | PGP | 10 | 11 | 4 | 3 | 7 | 0 | | FGPPGP |
| tion About Others | | | | | | | | | | | |
| tion About Others | | | | | | | | | | | |
| t About Others | | | | | | | | | | | |
| ed Behavioral Situation | | | | | | | | | | | |
| Behavioral Situation | | | | | | | | | | | |
| escription | | | | | | | | | | | |
| *rimary* | | GR K-1 | IOX | 2 | 5 | 0 | 1 | 5 | 0 | | PPPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *COTSWOLD PERSONALITY ASSESSMENT*<br>*G Scale* | | 11-16 yrs. | GG | 5 | 11 | 0 |
| *INTEREST ASSESSMENT SCALES* | | GR 10-16 | LHS | 7 | 6 | 3 |
| *NATIONAL INVENTORY OF APTITUDES AND ABILITIES*<br>*Student Information Blank: Hobbies* | | GR 9-12 | PTO | 4 | 10 | 0 |
| *STS JUNIOR INVENTORY, FORM G*<br>*Things in General* | | GR 4-8 | STS | 6 | 13 | 0 |
| *THURSTONE TEMPERAMENT SCHEDULE*<br>*Vigorous* | | 16 yrs. & up | SRA | 7 | 13 | 4 |
| 5B2 Avocational Interests: Self Speculation | | | | | | |
| *ATTITUDE TOWARD SCHOOL K-12*<br>*A Picture Choice, Upper Primary* | | GR 2-3 | IOX | 2 | 5 | 0 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Has Cultural Interests* | | 18 yrs. & up | SRA | 10 | 11 | 4 |
| *EDWARDS PERSONALITY INVENTORY*<br>*Interested in the Behavior of Others* | | 18 yrs. & up | SRA | 8 | 11 | 4 |
| *SCHOOL INTEREST INVENTORY* | 3B3 | GR 7-12 | HMC | | | |
| 5B3 Avocational Interests: Self Judgment | | | | | | |
| *INTEREST INVENTORY FOR ELEMENTARY GRADES* | | GR 4-6 | WPS | 3 | 7 | 0 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Appreciating Human Accomplishments* | | GR 10 & up | PDE | 6 | 9 | 0 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Things People Do* | | GR 5-9 | PDE | 6 | 9 | 0 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-8 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *MENT* | | 11-16 yrs. | GG | 5 | 11 | 0 | 3 | 7 | 0 | | PGPPGP |
| | | GR 10-16 | LHS | 7 | 6 | 3 | 3 | 4 | 0 | | PFPPFP |
| *UDES AND ABILITIES*<br>*ank: Hobbies* | | GR 9-12 | PTO | 4 | 10 | 0 | 0 | 6 | 0 | | PFPPFP |
| *G* | | GR 4-8 | STS | 6 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *ULE* | | 16 yrs. & up | SRA | 7 | 13 | 4 | 4 | 7 | 0 | | PGPPGP |
| f Speculation | | | | | | | | | | | |
| *r Primary* | | GR 2-3 | IOX | 2 | 5 | 0 | 1 | 5 | 0 | | PPPPFP |
| *RY* | | 18 yrs. & up | SRA | 10 | 11 | 4 | 4 | 8 | 3 | | FGPPGF |
| *RY*<br>*vior of Others* | | 18 yrs. & up | SRA | 8 | 11 | 4 | 4 | 8 | 3 | | FGPPGF |
| | 3B3 | GR 7-12 | HMC | | | | | | | | |
| f Judgment | | | | | | | | | | | |
| *ENTARY GRADES* | | GR 4-6 | WPS | 3 | 7 | 0 | 1 | 3 | 0 | | PFPPPP |
| *omplishments* | | GR 10 & up | PDE | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |
| | | GR 5-9 | PDE | 6 | 9 | 0 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *PRIMARY PUPIL READING ATTITUDE INVENTORY* | | Primary | ENA | 5 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Tulane Factors of Liberalism-Conservatism Attitude Values Profile - Aesthetic Items* | | est. 16 yrs.-Adult | MGH | 2 |
| 5B4 Avocational Interests: Description About Others | | | | |
| 5B5 Avocational Interests: Speculation About Others | | | | |
| 5B6 Avocational Interests: Judgment About Others | | | | |
| 5B7 Avocational Interests: Contrived Behavioral Situation | | | | |
| 5B8 Avocational Interests: Actual Behavioral Situation | | | | |
| 61 Values: Self Description | | | | |
| *COLLEGE STUDENT QUESTIONNAIRE* | | College | ETS | 12 |
| *STS YOUTH INVENTORY, FORM G*<br>*Things in General* | | GR 7-12 | STS | 4 |
| *VALUES INVENTORY FOR CHILDREN, FORMS X & Y* | | GR 1-3 | GBS | 7 |
| *VARIATIONS IN VALUE ORIENTATIONS, FORM E*<br>*Activity* | | High School & up | KS | 5 |
| *VARIATIONS IN VALUE ORIENTATIONS, FORM E*<br>*Man-Nature* | | High School & up | KS | 5 |
| *VARIATIONS IN VALUE ORIENTATIONS, FORM E*<br>*Relational* | | 20 yrs. & up | KS | 5 |

TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *UDE INVENTORY* | | Primary | ENA | 5 | 11 | 4 | 1 | 6 | 0 | | PGPPFP |
| *OF ATTITUDES*<br>*ralism-Conservatism Attitude Values*<br>*Items* | | est. 16 yrs.-Adult | MGH | 2 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| cription About Others | | | | | | | | | | | |
| culation About Others | | | | | | | | | | | |
| gment About Others | | | | | | | | | | | |
| trived Behavioral Situation | | | | | | | | | | | |
| ual Behavioral Situation | | | | | | | | | | | |
| | | | | | | | | | | | |
| *RE* | | College | ETS | 12 | 10 | 1 | 3 | 6 | 0 | | GFPPFP |
| | | GR 7-12 | STS | 4 | 13 | 4 | 6 | 7 | 0 | | PGPFGP |
| *EN, FORMS X & Y* | | GR 1-3 | GBS | 7 | 9 | 1 | 0 | 6 | 0 | | PFPPFP |
| *TIONS, FORM E* | | High School & up | KS | 5 | 9 | 0 | 0 | 2 | 0 | | PFPPPP |
| *TIONS, FORM E* | | High School & up | KS | 5 | 9 | 0 | 0 | 2 | 0 | | PFPPPP |
| *TIONS, FORM E* | | 20 yrs. & up | KS | 5 | 9 | 0 | 0 | 2 | 0 | | PFPPPP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *VARIATIONS IN VALUE ORIENTATIONS, FORM E*<br>*Time* | | 20 yrs. & up | KS | 5 | 9 | 0 |
| 62 Values: Self Speculation | | | | | | |
| *ATTITUDES TOWARD SMOKING MARIHUANA* | | GR 8 & up | RJV | 5 | 9 | 1 |
| *WORK VALUES INVENTORY* | | GR 7-12 | HMC | 7 | 8 | 5 |
| 63 Values: Self Judgment | | | | | | |
| *CLEVELAND PUBLIC SCHOOLS SEMANTIC DIFFERENTIAL* | 33 | est. 4-16 yrs. | HDF | | | |
| *EVALUATION MODALITY TEST* | | 18 yrs. & up | PA | 2 | 8 | 1 |
| *PROTESTANT ETHIC SCALE* | | GR 8 & up | HLM | 6 | 10 | 1 |
| *PUBLIC OPINION QUESTIONNAIRE (ALIENATION SCALE)*<br>*Normlessness* | | High School | DGD | 4 | 8 | 0 |
| *SURVEY OF PERSONAL VALUES* | | High School & College | SRA | 10 | 13 | 6 |
| *VALUE PROPOSITIONS* | | Teachers | JTH | 2 | 5 | 0 |
| *VALUE SURVEY*<br>*Instrumental Values* | | Adult | MR | 5 | 12 | 1 |
| *VALUE SURVEY*<br>*Terminal Values* | | Adult | MR | 5 | 12 | 1 |
| 64 Values: Description About Others | | | | | | |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *, FORM E* | | 20 yrs. & up | KS | 5 | 9 | 0 | 0 | 2 | 0 | | PFPPPP |
| | | | | | | | | | | | |
| *NA* | | GR 8 & up | RJV | 5 | 9 | 1 | 1 | 7 | 0 | | PFPPGP |
| | | GR 7-12 | HMC | 7 | 8 | 5 | 4 | 5 | 0 | | PFFPFP |
| | | | | | | | | | | | |
| *C DIFFERENTIAL* | 33 | est. 4-16 yrs. | HDF | | | | | | | | |
| | | 18 yrs. & up | PA | 2 | 8 | 1 | 4 | 7 | 0 | | PFPPGP |
| | | GR 8 & up | HLM | 6 | 10 | 1 | 2 | 7 | 0 | | FFPPGP |
| *IENATION SCALE)* | | High School | DGD | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | High School & College | SRA | 10 | 13 | 6 | 7 | 8 | 0 | | FGFFGP |
| | | Teachers | JTH | 2 | 5 | 0 | 2 | 7 | 0 | | PFPPGP |
| | | Adult | MR | 5 | 12 | 1 | 0 | 7 | 0 | | PGPPGP |
| | | Adult | MR | 5 | 12 | 1 | 0 | 7 | 0 | | PGPPGP |
| s | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level |
|---|---|---|
| | | |
| 65 Values: Speculation About Others | | |
| 66 Values: Judgment About Others | | |
| 67 Values: Contrived Behavioral Situation | | |
| 68 Values: Actual Behavioral Situation | | |
| 6A1 Theoretical-Academic Values: Self Description | | |
| *ATTITUDE INVENTORY*<br>*AA (Academic Activities)* | | College |
| *ATTITUDE INVENTORY*<br>*II (Intellectual Interests)* | | College |
| *DIMENSIONS OF TEMPERAMENT*<br>*Reflective-Practical* | | est. GR 10-14 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*TI (Thinking Introversion)* | | College |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*TO (Theoretical Orientation)* | | College |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Evolution* | 6F1 | est. 16 yrs.-Adult |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Existence of God Scale* | 6F1 | Adult |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Ideological Scale, Degree of Control* | | Adult |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Ideological Scale, Individual Control* | | Adult |

IARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| About Others | | | | | | | | | | | |
| out Others | | | | | | | | | | | |
| ehavioral Situation | | | | | | | | | | | |
| vioral Situation | | | | | | | | | | | |
| Values: Self Description | | | | | | | | | | | |
| *tivities)* | | College | ACER | 6 | 13 | 0 | 4 | 7 | 0 | | PGPPGP |
| *l Interests)* | | College | ACER | 6 | 13 | 0 | 4 | 7 | 0 | | PGPPGP |
| *AMENT<br>tical* | | est. GR 10-14 | PC | 10 | 12 | 4 | 3 | 8 | 0 | | FGPPGP |
| *LITY INVENTORY), FORM F<br>troversion)* | | College | PC | 11 | 13 | 4 | 4 | 8 | 0 | | FGPPGP |
| *LITY INVENTORY), FORM F<br>Orientation)* | | College | PC | 11 | 13 | 4 | 4 | 8 | 0 | | FGPPGP |
| *REMENT OF ATTITUDES<br>d Evolution* | 6F1 | est. 16 yrs.-Adult | MGH | | | | | | | | |
| *REMENT OF ATTITUDES<br>f God Scale* | 6F1 | Adult | MGH | 4 | 10 | 3 | 2 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES<br>and Law-Abidingness Scales<br>Scale, Degree of Control* | | Adult | MGH | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| *REMENT OF ATTITUDES<br>and Law-Abidingness Scales<br>Scale, Individual Control* | | Adult | MGH | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Ideological Scale, Individual Realistic* | | Adult | MGH | 4 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Ideological Scale, Reification* | | Adult | MGH | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Ideological Scale, Super-Individual Control* | | Adult | MGH | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Ideological and Law-Abidingness Scales*<br>*The Ideological Scale, Vivification* | | Adult | MGH | 4 |
| 6A2 Theoretical-Academic Values: Self Speculation | | | | |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Education* | | est. 16 yrs.-Adult | FLP | 4 |
| *THE PICTORIAL STUDY OF VALUES*<br>*Theoretical* | | 14 yrs. & up | PA | 4 |
| *STUDY OF VALUES*<br>*Theoretical* | | Adults | HMC | 10 |
| *WILLIAM, LYNDE AND WILLIAMS ANALYSIS OF PERSONAL VALUES*<br>*Theoretical* | | Adult | PGP | 7 |
| 6A3 Theoretical-Academic Values: Self Judgment | | | | |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Fame* | | 18 yrs. & up | WPS | 4 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Profit* | | 18 yrs. & up | WPS | 5 |
| *GORDON PERSONAL INVENTORY*<br>*Original Thinking* | 6B3 | High School & Adult | HBJ | 9 |
| *POLARITY SCALE* | 6D3 | Adult | SPC | |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-8 | 0-8 | 0-5 | • | Good-Fair-Poor |
| OF ATTITUDES<br>w-Abidingness Scales<br>, Individual Realistic | | Adult | MGH | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| OF ATTITUDES<br>w-Abidingness Scales<br>, Reification | | Adult | MGH | 2 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| OF ATTITUDES<br>w-Abidingness Scales<br>, Super-Individual Control | | Adult | MGH | 2 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| OF ATTITUDES<br>w-Abidingness Scales<br>, Vivification | | Adult | MGH | 4 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| : Self Speculation | | | | | | | | | | | |
| VENTORY, MALE AND FEMALE FORMS | | est. 16 yrs.-Adult | FLP | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| ES | | 14 yrs. & up | PA | 4 | 6 | 2 | 4 | 6 | 0 | | PFPPFP |
| | | Adults | HMC | 10 | 13 | 5 | 6 | 8 | 0 | | FGFFGP |
| ANALYSIS OF PERSONAL VALUES | | Adult | PGP | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| : Self Judgment | | | | | | | | | | | |
| VALUATION SCHEDULES, FORM DS | | 18 yrs. & up | WPS | 4 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| VALUATION SCHEDULES, FORM DS | | 18 yrs. & up | WPS | 5 | 11 | 3 | 4 | 7 | 0 | | PGPPGP |
| | 683 | High School & Adult | HBJ | 9 | 12 | 4 | 6 | 8 | 0 | | FGPFGP |
| | 603 | Adult | SPC | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level |
|---|---|---|
| | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Problem-Solving Attitude Scale, Form A* | | Adult |
| *VAL-ED (EDUCATIONAL VALUES): A FIRO SCALE* | | Adult |
| 6A4 Theoretical-Academic Values: Description About Others | | |
| 6A5 Theoretical-Academic Values: Speculation About Others | | |
| 6A6 Theoretical-Academic Values: Judgment About Others | | |
| 6A7 Theoretical-Academic Values: Contrived Behavioral Situation | | |
| 6A8 Theoretical-Academic Values: Actual Behavioral Situation | | |
| 6B1 Economic-Practical Values: Self Description | | |
| *ATTITUDE INVENTORY*<br>*P (Pragmatism)* | | College |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*PO (Practical Outlook)* | | College |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Education (Mitchell)* | 3B1 | est. 14<br>yrs.-Ad |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Work Relief As A Solution to the Financial Depression* | | Adult |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Education Scale (Rundquist & Sletto)* | 33 | est. 16<br>yrs.-Ad |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*High School Attitude Scale, Form A* | | est. 14<br>yrs.-Ad |

TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *OF ATTITUDES*<br>*ude Scale, Form A* | | Adult | MGH | 6 | 10 | 2 | 2 | 7 | 3 | | PFPPGF |
| *): A FIRO SCALE* | | Adult | CPP | 9 | 13 | 0 | 0 | 7 | 0 | | FGPPGP |
| s: Description About Others | | | | | | | | | | | |
| s: Speculation About Others | | | | | | | | | | | |
| s: Judgment About Others | | | | | | | | | | | |
| s: Contrived Behavioral Situation | | | | | | | | | | | |
| s: Actual Behavioral Situation | | | | | | | | | | | |
| Self Description | | | | | | | | | | | |
| | | College | ACER | 4 | 13 | 0 | 4 | 7 | 0 | | PGPPGP |
| *NVENTORY), FORM F*<br>*)* | | College | PC | 11 | 13 | 4 | 5 | 8 | 0 | | FGPFGP |
| *OF ATTITUDES*<br>*tion (Mitchell)* | 3B1 | est. 14 yrs.-Adult | MGH | 4 | 11 | 1 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*Relief As A Solution to the Financial* | | Adult | MGH | 0 | 6 | 0 | 1 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*(Rundquist & Sletto)* | 33 | est. 16 yrs.-Adult | MGH | | | | | | | | |
| *OF ATTITUDES*<br>*Scale, Form A* | | est. 14 yrs.-Adult | MGH | 4 | 10 | 2 | 2 | 6 | 3 | | PFPPFF |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| 6B2 Economic-Practical Values: Self Speculation | | | | | | | |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Employment and Support* | | est. 16 yrs.-Adult | FLP | 4 | 12 | 0 | 1 |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Personal Characteristics* | | est. 16 yrs.-Adult | FLP | 4 | 10 | 0 | 1 |
| *THE PICTORIAL STUDY OF VALUES*<br>*Economic* | | 14 yrs. & up | PA | 4 | 6 | 2 | 4 |
| *STUDY OF VALUES*<br>*Economic* | | Adult | HMC | 10 | 13 | 6 | 6 |
| 6B3 Economic-Practical Values: Self Judgment | | | | | | | |
| *GORDON PERSONAL INVENTORY*<br>*Original Thinking* | 6A3 | High School & Adult | HBJ | | | | |
| *HOW WELL DO YOU KNOW YOURSELF?, FORM NE-21*<br>*Practicality* | | GR 9 & up | EAC | 10 | 11 | 3 | 2 |
| *THE INTERPERSONAL ORIENTATION SCALE*<br>*Coaxing* | | est. Adult | JDA | 3 | 13 | 0 | 1 |
| *POLARITY SCALE* | 6D3 | Adult | SPC | | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Conservatism-Radicalism Battery* | | Adult | MGH | 4 | 8 | 0 | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Education Scale (Kerlinger & Kaya)* | | est. 16 yrs.-Adult | MGH | 5 | 11 | 1 | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Florida Scale of Civic Beliefs* | 6E3 | Adult | MGH | | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Opinionnaire on Attitudes Toward Education* | | est. 16 yrs.-Adult | MGH | 8 | 12 | 0 | 2 |

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| es: Self Speculation | | | | | | | | | | | |
| *ON INVENTORY, MALE AND FEMALE FORMS*<br>*port* | | est. 16 yrs.-Adult | FLP | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *ON INVENTORY, MALE AND FEMALE FORMS*<br>*istics* | | est. 16 yrs.-Adult | FLP | 4 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *VALUES* | | 14 yrs. & up | PA | 4 | 6 | 2 | 4 | 6 | 0 | | PFPPFP |
| | | Adult | HMC | 10 | 13 | 6 | 6 | 8 | 0 | | FGFFGP |
| es: Self Judgment | | | | | | | | | | | |
| *RY* | 6A3 | High School & Adult | HBJ | | | | | | | | |
| *URSELF?, FORM NE-21* | | GR 9 & up | EAC | 10 | 11 | 3 | 2 | 7 | 0 | | FGPPGP |
| *TATION SCALE* | | est. Adult | JDA | 3 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| | 6D3 | Adult | SPC | | | | | | | | |
| *ENT OF ATTITUDES*<br>*alism Battery* | | Adult | MGH | 4 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *ENT OF ATTITUDES*<br>*erlinger & Kaya)* | | est. 16 yrs.-Adult | MGH | 5 | 11 | 1 | 2 | 7 | 0 | | PGPPGP |
| *ENT OF ATTITUDES*<br>*of Civic Beliefs* | 6E3 | Adult | MGH | | | | | | | | |
| *ENT OF ATTITUDES*<br>*titudes Toward Education* | | est. 16 yrs.-Adult | MGH | 8 | 12 | 0 | 2 | 7 | 0 | | FGPPGP |

| | HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0 |
| | *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Political and Economic Progressivism Scale* | | Adult | MGH | 6 | |
| 6B4 | Economic-Practical Values: Description About Others | | | | | |
| | *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Tariff* | | Adult | MGH | 4 | |
| 6B5 | Economic-Practical Values: Speculation About Others | | | | | |
| 6B6 | Economic-Practical Values: Judgment About Others | | | | | |
| | *A COURTSHIP ANALYSIS*<br>*Money* | | est. Adult | FLP | 7 | |
| 6B7 | Economic-Practical Values: Contrived Behavioral Situation | | | | | |
| 6B8 | Economic-Practical Values: Actual Behavioral Situation | | | | | |
| 6C1 | Aesthetic Values: Self Description | | | | | |
| | *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*Es (Estheticism)* | | College | PC | 11 | 1 |
| | *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Aesthetic Value, Form A* | | Adult | MGH | 6 | |
| | *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Movies* | | est. 16 yrs.-Adult | MGH | 4 | 1 |
| 6C2 | Aesthetic Values: Self Speculation | | | | | |
| | *THE PICTORIAL STUDY OF VALUES*<br>*Aesthetic* | | 14 yrs. & up | PA | 4 | |

TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *T OF ATTITUDES*<br>*ic Progressivism Scale* |  | Adult | MGH | 6 | 9 | 3 | 2 | 7 | 0 |  | PFPPGP |
| : Description About Others |  |  |  |  |  |  |  |  |  |  |  |
| *T OF ATTITUDES*<br>*Tariff* |  | Adult | MGH | 4 | 8 | 2 | 2 | 6 | 0 |  | PFPPFP |
| : Speculation About Others |  |  |  |  |  |  |  |  |  |  |  |
| : Judgment About Others |  |  |  |  |  |  |  |  |  |  |  |
|  |  | est. Adult | FLP | 7 | 9 | 0 | 0 | 8 | 0 |  | PFPPGP |
| : Contrived Behavioral Situation |  |  |  |  |  |  |  |  |  |  |  |
| : Actual Behavioral Situation |  |  |  |  |  |  |  |  |  |  |  |
| escription |  |  |  |  |  |  |  |  |  |  |  |
| *INVENTORY), FORM F* |  | College | PC | 11 | 13 | 4 | 4 | 8 | 0 |  | FGPPGP |
| *T OF ATTITUDES*<br>*Aesthetic Value, Form A* |  | Adult | MGH | 6 | 8 | 5 | 2 | 7 | 3 |  | PFFPGF |
| *T OF ATTITUDES*<br>*es* |  | est. 16 yrs.-Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 |  | PFPPGP |
| peculation |  |  |  |  |  |  |  |  |  |  |  |
| *LUES* |  | 14 yrs. & up | PA | 4 | 6 | 2 | 4 | 6 | 0 |  | PFPPFP |

AFFECTIVE SUMMARY TE

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| *STUDY OF VALUES*<br>*Aesthetic* | | Adult | HMC | 10 | 13 | 5 | 6 |
| *WILLIAM, LYNDE AND WILLIAMS ANALYSIS OF PERSONAL VALUES*<br>*Aesthetic* | | Adult | PGP | 7 | 11 | 4 | 5 |
| 6C3 Aesthetic Values: Self Judgment | | | | | | | |
| *POLARITY SCALE* | 6D3 | Adult | SPC | | | | |
| *VOCATIONAL PREFERENCE INVENTORY*<br>*Artistic Scale* | | High School & up | CPP | 3 | 12 | 4 | 5 |
| 6C4 Aesthetic Values: Description About Others | | | | | | | |
| 6C5 Aesthetic Values: Speculation About Others | | | | | | | |
| 6C6 Aesthetic Values: Judgment About Others | | | | | | | |
| 6C7 Aesthetic Values: Contrived Behavioral Situation | | | | | | | |
| 6C8 Aesthetic Values: Actual Behavioral Situation | | | | | | | |
| 6D1 Social Values: Self Description | | | | | | | |
| *ATTITUDE INVENTORY*<br>*SL (Social Liberalism)* | | College | ACER | 6 | 13 | 0 | 4 |
| *COMREY PERSONALITY SCALES*<br>*P (Empathy vs. Egocentrism)* | | College & Adult | EITS | 10 | 13 | 3 | 3 |
| *GETTING ALONG, FORM A*<br>*Getting Along in One's Environment (Facing Reality)* | | GR 7-9 | TL | 0 | 6 | 0 | 2 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | | Adult | HMC | 10 | 13 | 5 | 6 | 8 | 0 | | FGFFGP |
| *YSIS OF PERSONAL VALUES* | | Adult | PGP | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| | | | | | | | | | | | |
| | 6D3 | Adult | SPC | | | | | | | | |
| | | High School & up | CPP | 3 | 12 | 4 | 5 | 8 | 0 | | PGPFGP |
| bout Others | | | | | | | | | | | |
| bout Others | | | | | | | | | | | |
| t Others | | | | | | | | | | | |
| avioral Situation | | | | | | | | | | | |
| oral Situation | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | College | ACER | 6 | 13 | 0 | 4 | 7 | 0 | | PGPPGP |
| | | College & Adult | EITS | 10 | 13 | 3 | 3 | 8 | 0 | | FGPPGP |
| *ronment (Facing Reality)* | | GR 7-9 | TL | 0 | 6 | 0 | 2 | 8 | 3 | * | PFPPGF |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| *GETTING ALONG, FORM A*<br>*Getting Along with One's Self (Self-Acceptance)* | | GR 7-9 | TL |
| *GETTING ALONG, FORM A*<br>*Total Test* | | GR 7-9 | TL |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Birth Control, Form A* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Capital Punishment (Balogh & Mueller)* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Capital Punishment (Thurstone)* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Divorce* | | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Earning A Living* | | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Feminism Belief Patterns Scale, Form A* | | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Freedom of Children, Scale I* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Law, Form A* | | est. 16 yrs.-Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Negro, Form A* | | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Negroes* | | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Older Children Telling Lies* | | Adult | MGH |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Parents Giving Sex Information to Children Between the Ages of Six and Twelve* | | Adult | MGH |

IARY TEST EVALUATIONS

| NOMIC CATEGORY<br>EST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *A*<br>*vith One's Self (Self-Acceptance)* |  | GR 7-9 | TL | 0 | 6 | 0 | 2 | 8 | 3 | * | PFPPGF |
| *A* |  | GR 7-9 | TL | 0 | 6 | 1 | 3 | 7 | 4 | * | PFPPGG |
| *UREMENT OF ATTITUDES*<br>*d Birth Control, Form A* |  | est. 16 yrs.-Adult | MGH | 2 | 9 | 0 | 1 | 6 | 4 |  | PFPPFG |
| *UREMENT OF ATTITUDES*<br>*d Capital Punishment (Balogh & Mueller)* |  | est. 16 yrs.-Adult | MGH | 2 | 10 | 0 | 2 | 7 | 0 |  | PFPPGP |
| *UREMENT OF ATTITUDES*<br>*d Capital Punishment (Thurstone)* |  | est. 16 yrs.-Adult | MGH | 4 | 11 | 1 | 2 | 7 | 0 |  | PGPPGP |
| *UREMENT OF ATTITUDES*<br>*d Divorce* |  | Adult | MGH | 2 | 10 | 2 | 2 | 7 | 0 |  | PFPPGP |
| *UREMENT OF ATTITUDES*<br>*d Earning A Living* |  | Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 |  | PFPPGP |
| *UREMENT OF ATTITUDES*<br>*d Feminism Belief Patterns Scale, Form A* |  | Adult | MGH | 6 | 7 | 2 | 2 | 6 | 3 |  | PFPPFF |
| *UREMENT OF ATTITUDES*<br>*d the Freedom of Children, Scale I* |  | est. 16 yrs.-Adult | MGH | 3 | 10 | 0 | 2 | 7 | 3 |  | PFPPGF |
| *UREMENT OF ATTITUDES*<br>*d the Law, Form A* |  | est. 16 yrs.-Adult | MGH | 3 | 9 | 0 | 2 | 7 | 3 |  | PFPPGF |
| *UREMENT OF ATTITUDES*<br>*d the Negro, Form A* |  | Adult | MGH | 0 | 8 | 1 | 2 | 6 | 2 |  | PFPPFF |
| *UREMENT OF ATTITUDES*<br>*d Negroes* |  | Adult | MGH | 3 | 8 | 0 | 2 | 6 | 0 |  | PFPPFP |
| *UREMENT OF ATTITUDES*<br>*d Older Children Telling Lies* |  | Adult | MGH | 0 | 9 | 0 | 1 | 7 | 0 |  | PFPPGP |
| *UREMENT OF ATTITUDES*<br>*d Parents Giving Sex Information to Children*<br>*Ages of Six and Twelve* |  | Adult | MGH | 2 | 10 | 0 | 2 | 7 | 0 |  | PFPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Punishment of Criminals, College Form* | | GR 13-Adult | MGH | 4 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Punishment of Criminals, High School Form* | | est. GR 7-12 | MGH | 4 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Receiving Relief* | | Adult | MGH | 2 | 9 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Self-Reliance, Form 1 For Parents of Preschool Children* | | Adult | MGH | 4 | 12 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Self-Reliance, Scale For Parents of Elementary School Children* | | Adult | MGH | 4 | 12 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Self-Reliance, Scale For Parents of High School Children* | | Adult | MGH | 2 | 12 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Use of Fear As A Means of Controlling the Behavior of Children* | | Adult | MGH | 2 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Belief Pattern Scale: Attitude of Humanitarianism* | | Adult | MGH | 2 | 7 | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Humanitarianism Scale: Scale II, Form A* | | est. 16 yrs.-Adult | MGH | 4 | 11 | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*An Intimacy Permissiveness Scale* | | Adult | MGH | 6 | 7 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Social Distance Scale* | | Adult | MGH | 2 | 7 | 0 |
| *SELF-CONCEPT SCALE (GILL)* | 3A1 | GR 9-12 | OISE | | | |
| 6D2 Social Values: Self Speculation | | | | | | |
| *THE PICTORIAL STUDY OF VALUES*<br>*Social* | | 14 yrs. & up | PA | 3 | 6 | 2 |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TTITUDES*<br>*of Criminals, College Form* | | GR 13-Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *TTITUDES*<br>*of Criminals, High School* | | est. GR 7-12 | MGH | 4 | 11 | 0 | 2 | 6 | 0 | | PGPPFP |
| *TTITUDES*<br>*Relief* | | Adult | MGH | 2 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *TTITUDES*<br>*nce, Form 1 For Parents of* | | Adult | MGH | 4 | 12 | 0 | 2 | 7 | 4 | | PGPPGG |
| *TTITUDES*<br>*nce, Scale For Parents of*<br>*en* | | Adult | MGH | 4 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *TTITUDES*<br>*nce, Scale For Parents of High* | | Adult | MGH | 2 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *TTITUDES*<br>*Fear As A Means of Controlling* | | Adult | MGH | 2 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *TTITUDES*<br>*itude of Humanitarianism* | | Adult | MGH | 2 | 7 | 3 | 2 | 6 | 0 | | PFPPFP |
| *TTITUDES*<br>*le II, Form A* | | est. 16 yrs.-Adult | MGH | 4 | 11 | 2 | 2 | 7 | 3 | | PGPPGF |
| *TTITUDES*<br>*Scale* | | Adult | MGH | 6 | 7 | 0 | 2 | 7 | 0 | | PFPPGP |
| *TTITUDES* | | Adult | MGH | 2 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| | 3A1 | GR 9-12 | OISE | | | | | | | | |
| n | | | | | | | | | | | |
| | | 14 yrs. & up | PA | 3 | 6 | 2 | 4 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Acceptance of Negro Students in College* | | GR 13-16 | MGH | 2 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Jews Scale* | | Adult | MGH | 3 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Negro Behavior Attitude Scale* | | Adult | MGH | 2 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Social Situations Questionnaire* | | est. 16 yrs.-Adult | MGH | 5 | 11 |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Social Participation* | | est. 16 yrs.-Adult | FLP | 4 | 12 |
| *WILLIAM, LYNDE AND WILLIAMS ANALYSIS OF PERSONAL VALUES*<br>*Social* | | Adult | PGP | 7 | 11 |
| 6D3 Social Values: Self Judgment | | | | | |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Leadership* | | 18 yrs. & up | WPS | 7 | 11 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Security* | | 18 yrs. & up | WPS | 6 | 12 |
| *THE CALIFORNIA LIFE GOALS EVALUATION SCHEDULES, FORM DS*<br>*Social Service* | | 18 yrs. & up | WPS | 8 | 12 |
| *INTERPERSONAL ORIENTATION SCALE*<br>*Coercing* | | est. Adult | JDA | 3 | 13 |
| *MACH (IAVELLIANISM) SCALES*<br>*Kiddie Mach* | | est. 12-16 yrs. | RC | 6 | 12 |
| *MACH (IAVELLIANISM) SCALES*<br>*Mach IV* | | est. 16 yrs.-Adult | RC | 7 | 12 |
| *MACH (IAVELLIANISM) SCALES*<br>*Mach V* | | est. 16 yrs.-Adult | RC | 9 | 12 |

RY TEST EVALUATIONS

| OMIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *MENT OF ATTITUDES*<br>*cceptance of Negro Students in College* | | GR 13-16 | MGH | 2 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *MENT OF ATTITUDES*<br>*ews Scale* | | Adult | MGH | 3 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *MENT OF ATTITUDES*<br>*titude Scale* | | Adult | MGH | 2 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *MENT OF ATTITUDES*<br>*ions Questionnaire* | | est. 16 yrs.-Adult | MGH | 5 | 11 | 3 | 2 | 6 | 0 | | PGPPFP |
| *ION INVENTORY, MALE AND FEMALE FORMS*<br>*ion* | | est. 16 yrs.-Adult | FLP | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *LIAMS ANALYSIS OF PERSONAL VALUES* | | Adult | PGP | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| udgment | | | | | | | | | | | |
| *ALS EVALUATION SCHEDULES, FORM DS* | | 18 yrs. & up | WPS | 7 | 11 | 3 | 4 | 7 | 0 | | PGPPGP |
| *ALS EVALUATION SCHEDULES, FORM DS* | | 18 yrs. & up | WPS | 6 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *ALS EVALUATION SCHEDULES, FORM DS* | | 18 yrs. & up | WPS | 8 | 12 | 3 | 4 | 7 | 0 | | FGPPGP |
| *TION SCALE* | | est. Adult | JDA | 3 | 13 | 0 | 1 | 7 | 0 | | PGPPGP |
| *CALES* | | est. 12-16 yrs. | RC | 6 | 12 | 0 | 1 | 6 | 0 | | PGPPFP |
| *CALES* | | est. 16 yrs.-Adult | RC | 7 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *CALES* | | est. 16 yrs.-Adult | RC | 9 | 12 | 0 | 2 | 6 | 0 | | FGPPFP |

AFFECTIVE SUMM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 |
| *A MARRIAGE ANALYSIS*<br>*The Role Concept Ideal* |  | Adult | FLP | 4 | 12 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Understanding Others - Elementary and Secondary* |  | 9-18 yrs. | PDE | 7 | 10 |
| *PENNSYLVANIA QUESTIONNAIRE*<br>*Understanding Others - Secondary* |  | 15-18 yrs. | PDE | 6 | 11 |
| *POLARITY SCALE* | 6A3 6E3<br>6B3 6F3<br>6C3 | Adult | SPC | 4 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Anti-Negro Scale* |  | Adult | MGH | 0 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Anti-Semitism Scale* |  | Adult | MGH | 3 | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Anti-White Scale* |  | est. 16 yrs.-Adult | MGH | 3 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Negro Scale* |  | Adult | MGH | 0 | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Parental Control of Children's Activities* |  | est. 16 yrs.-Adult | MGH | 2 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Segregation Scale* |  | Adult | MGH | 3 | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Old People* | 33 | Adult | MGH | 3 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward School Integration Scale 1, Form 1* |  | est. GR 9-14 | MGH | 5 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Birth Control Scale* |  | Adult | MGH | 4 | 12 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Chivalry Scale* |  | est. 16 yrs.-Adult | MGH | 2 | 9 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *al* | | Adult | FLP | 4 | 12 | 0 | 2 | 8 | 0 | | PGPPGP |
| *- Elementary and Secondary* | | 9-18 yrs. | PDE | 7 | 10 | 3 | 1 | 5 | 0 | | PFPPFP |
| *- Secondary* | | 15-18 yrs. | PDE | 6 | 11 | 2 | 1 | 6 | 0 | | PGPPFP |
| | 6A3 6E3<br>6B3 6F3<br>6C3 | Adult | SPC | 4 | 8 | 0 | 1 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES* | | Adult | MGH | 0 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*le* | | Adult | MGH | 3 | 7 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES* | | est. 16 yrs.-Adult | MGH | 3 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*egro Scale* | | Adult | MGH | 0 | 7 | 2 | 1 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*tal Control of Children's Activities* | | est. 16 yrs.-Adult | MGH | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*gation Scale* | | Adult | MGH | 3 | 6 | 2 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*People* | 33 | Adult | MGH | 3 | 11 | 3 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*l Integration Scale 1, Form 1* | | est. GR 9-14 | MGH | 5 | 11 | 0 | 2 | 6 | 0 | | PGPPFP |
| *OF ATTITUDES* | | Adult | MGH | 4 | 12 | 2 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES* | | est. 16 yrs.-Adult | MGH | 2 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |

| **HLP TAXONOMIC CATEGORY TEST NAME** | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Conservatism-Radicalism Opinionnaire, Form J* | | Adult | MGH | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Dating Scale* | | est. 12 yrs.-Adult | MGH | 5 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Desegregation Scale* | | Adult | MGH | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Divorce Opinionnaire* | | Adult | MGH | 4 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Ethnocentrism Scale* | | Adult | MGH | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Familism Scale* | | est. 14 yrs.-Adult | MGH | 4 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Family Scale* | | est. 14 yrs.-Adult | MGH | 4 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Intolerant-Tolerant Scale* | | est. 16 yrs.-Adult | MGH | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Juvenile Deliquency Attitude Scale* | | Adult | MGH | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Old People Scales* | 33 | Adult | MGH | 5 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Opinions on Jews* | | Adult | MGH | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Open Subordination of Women Scale* | | Adult | MGH | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Segregation Scale* | | Adult | MGH | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Socialized Medicine Attitude Scale* | | Adult | MGH | 5 |

MMARY TEST EVALUATIONS

| ONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *EASUREMENT OF ATTITUDES*<br>*atism-Radicalism Opinionnaire, Form J* | | Adult | MGH | 7 | 11 | 2 | 2 | 7 | 3 | | PGPPGF |
| *EASUREMENT OF ATTITUDES*<br>*ale* | | est. 12 yrs.-Adult | MGH | 5 | 8 | 2 | 2 | 7 | 0 | | PFPPGP |
| *EASUREMENT OF ATTITUDES*<br>*gation Scale* | | Adult | MGH | 2 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *EASUREMENT OF ATTITUDES*<br>*pinionnaire* | | Adult | MGH | 4 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *EASUREMENT OF ATTITUDES*<br>*sm Scale* | | Adult | MGH | 3 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *EASUREMENT OF ATTITUDES*<br>*ale* | | est. 14 yrs.-Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *EASUREMENT OF ATTITUDES*<br>*Scale* | | est. 14 yrs.-Adult | MGH | 4 | 11 | 1 | 2 | 7 | 0 | | PGPPGP |
| *EASUREMENT OF ATTITUDES*<br>*Tolerant Scale* | | est. 16 yrs.-Adult | MGH | 3 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *EASUREMENT OF ATTITUDES*<br>*e Deliquency Attitude Scale* | | Adult | MGH | 6 | 9 | 3 | 2 | 7 | 0 | | PFPPGP |
| *EASUREMENT OF ATTITUDES*<br>*Scales* | 33 | Adult | MGH | 5 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *EASUREMENT OF ATTITUDES*<br>*Jews* | | Adult | MGH | 3 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *EASUREMENT OF ATTITUDES*<br>*bordination of Women Scale* | | Adult | MGH | 3 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *EASUREMENT OF ATTITUDES*<br>*tion Scale* | | Adult | MGH | 3 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *EASUREMENT OF ATTITUDES*<br>*zed Medicine Attitude Scale* | | Adult | MGH | 5 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |

## AFFECTIVE SUM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Survey of Opinions and Beliefs About International Relations* | 6E3 | est. 16 yrs.-Adult | MGH | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Survey of Opinions Regarding the Bringing Up of Children* | | est. 14 yrs.-Adult | MGH | 4 | 12 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Survey of Opinions Regarding the Discipline of Children* | | est. 14 yrs.-Adult | MGH | 4 | 12 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Traditional Family Ideology Scale*<br>*General Male-Female Relationships* | | Adult | MGH | 2 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Traditional Family Ideology Scale*<br>*Husband-Wife Roles and Relationships* | | Adult | MGH | 2 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Traditional Family Ideology Scale*<br>*Overall Test* | | Adult | MGH | 5 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Traditional Family Ideology Scale*<br>*Parent-Child Relationships* | | Adult | MGH | 2 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The "Value Inventory"* | | est. 16 yrs.-Adult | MGH | 5 | 9 |
| *STUDY OF VALUES*<br>*Social* | | Adult | HMC | 10 | 13 |
| *TESTS OF RACIAL ATTITUDE*<br>*Information Test, Form C-4* | | Adult | IBS | 4 | 8 |
| *TESTS OF RACIAL ATTITUDE*<br>*Judging Arguments, Form C-2* | | Adult | IBS | 3 | 8 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Acceptance in Close Personal Relationships* | | Adult | IBS | 9 | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Acceptance in Status-Superior Relationships* | | Adult | IBS | 7 | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Ease in Interracial Contacts* | | Adult | IBS | 9 | 9 |

| NOMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *REMENT OF ATTITUDES*<br>*nions and Beliefs About International* | 6E3 | est. 16 yrs.-Adult | MGH | | | | | | | | |
| *REMENT OF ATTITUDES*<br>*nions Regarding the Bringing Up of Children* | | est. 14 yrs.-Adult | MGH | 4 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*nions Regarding the Discipline of Children* | | est. 14 yrs.-Adult | MGH | 4 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*Family Ideology Scale*<br>*male Relationships* | | Adult | MGH | 2 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES*<br>*Family Ideology Scale*<br>*les and Relationships* | | Adult | MGH | 2 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *REMENT OF ATTITUDES*<br>*Family Ideology Scale* | | Adult | MGH | 5 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*Family Ideology Scale*<br>*lationships* | | Adult | MGH | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *REMENT OF ATTITUDES*<br>*tory"* | | est. 16 yrs.-Adult | MGH | 5 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | Adult | HMC | 10 | 13 | 4 | 6 | 8 | 0 | | FGPFGP |
| *TUDE*<br>*, Form C-4* | | Adult | IBS | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *TUDE*<br>*ts, Form C-2* | | Adult | IBS | 3 | 8 | 2 | 3 | 6 | 0 | | PFPPFP |
| *TUDE*<br>*ial Attitude Inventory, Form C-3*<br>*lose Personal Relationships* | | Adult | IBS | 9 | 9 | 5 | 5 | 6 | 0 | | PFFFFP |
| *TUDE*<br>*ial Attitude Inventory, Form C-3*<br>*tatus-Superior Relationships* | | Adult | IBS | 7 | 9 | 4 | 5 | 6 | 0 | | PFFFFP |
| *TUDE*<br>*al Attitude Inventory, Form C-3*<br>*ial Contacts* | | Adult | IBS | 9 | 9 | 4 | 5 | 6 | 0 | | FFPFFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Gradualism* | | Adult | IBS | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Integration-Segregation Policy* | | Adult | IBS | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Local Autonomy* | | Adult | IBS | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Negro Inferiority* | | Adult | IBS | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Negro Superiority* | | Adult | IBS | 9 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Private Rights* | | Adult | IBS | 7 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory, Form C-3*<br>*Subtle Derogatory Beliefs* | | Adult | IBS | 7 |
| *TESTS OF RACIAL ATTITUDE*<br>*Multifactor Racial Attitude Inventory*<br>*Short Form ("Opinion Ratings")* | | Adult | IBS | 6 |
| *TESTS OF RACIAL ATTITUDE*<br>*Opinion Inventory, Form C-8 (Revised MRAI)*<br>*Total Test* | | Adult | IBS | 4 |
| *TESTS OF RACIAL ATTITUDE*<br>*Personnel Evaluation* | | Adult | IBS | 6 |
| *TESTS OF RACIAL ATTITUDE*<br>*Reactions Questionnaire, Form C-2* | | Adult | IBS | 5 |
| 6D4 Social Values: Description About Others | | | | |
| 6D5 Social Values: Speculation About Others | | | | |
| 6D6 Social Values: Judgment About Others | | | | |

Y TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ttitude Inventory, Form C-3* | | Adult | IBS | 9 | 9 | 4 | 5 | 6 | 0 | | FFPFFP |
| *ttitude Inventory, Form C-3*<br>*ion Policy* | | Adult | IBS | 9 | 9 | 3 | 5 | 6 | 0 | | FFPFFP |
| *ttitude Inventory, Form C-3* | | Adult | IBS | 9 | 9 | 4 | 5 | 6 | 0 | | FFPFFP |
| *ttitude Inventory, Form C-3* | | Adult | IBS | 9 | 9 | 2 | 5 | 6 | 0 | | FFPFFP |
| *ttitude Inventory, Form C-3* | | Adult | IBS | 9 | 9 | 3 | 5 | 6 | 0 | | FFPFFP |
| *ttitude Inventory, Form C-3* | | Adult | IBS | 7 | 9 | 5 | 5 | 6 | 0 | | PFFFFP |
| *ttitude Inventory, Form C-3*<br>*liefs* | | Adult | IBS | 7 | 9 | 4 | 5 | 6 | 0 | | PFPFFP |
| *ttitude Inventory*<br>*Ratings")* | | Adult | IBS | 6 | 9 | 1 | 1 | 6 | 0 | | PFPPFP |
| *orm C-8 (Revised MRAI)* | | Adult | IBS | 4 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| | | Adult | IBS | 6 | 8 | 0 | 3 | 6 | 0 | | PFPPFP |
| *ire, Form C-2* | | Adult | IBS | 5 | 8 | 0 | 1 | 6 | 0 | | PFPPFP |
| on About Others | | | | | | | | | | | |
| on About Others | | | | | | | | | | | |
| About Others | | | | | | | | | | | |

AFFECTIVE SUMMA

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *A COURTSHIP ANALYSIS*<br>*Sense of Humor* | | est. Adult | FLP | 3 | 7 |
| *A COURTSHIP ANALYSIS*<br>*Sex Attitudes* | | est. Adult | FLP | 3 | 9 |
| 6D7 Social Values: Contrived Behavioral Situation | | | | | |
| 6D8 Social Values: Actual Behavioral Situation | | | | | |
| 6E1 Political Values: Self Description | | | | | |
| *ATTITUDE INVENTORY*<br>*PEL (Political-Economic Liberalism)* | | College | ACER | 6 | 13 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Censorship Scale, Form A* | | est. 16 yrs.-Adult | MGH | 5 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Communism Scale, Form A* | | est. 16 yrs.-Adult | MGH | 5 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Constitution of the United States, Form A* | | est. 16 yrs.-Adult | MGH | 4 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Nationalism Scale, Form A* | | Adult | MGH | 6 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Scale for Measuring Attitude Toward War* | | est. 16 yrs.-Adult | MGH | 4 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Survey of Opinions and Beliefs About Russia: The Soviet Union* | | est. 16 yrs.-Adult | MGH | 5 | 10 |
| 6E2 Political Values: Self Speculation | | | | | |
| *THE PICTORIAL STUDY OF VALUES*<br>*Political* | | 14 yrs. & up | PA | 4 | 6 |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | est. Adult | FLP | 3 | 7 | 0 | 0 | 8 | 0 | | PFPPGP |
| | | est. Adult | FLP | 3 | 9 | 0 | 0 | 8 | 0 | | PFPPGP |
| Behavioral Situation | | | | | | | | | | | |
| avioral Situation | | | | | | | | | | | |
| cription | | | | | | | | | | | |
| *Liberalism)* | | College | ACER | 6 | 13 | 0 | 4 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*ship Scale, Form A* | | est. 16 yrs.-Adult | MGH | 5 | 10 | 0 | 2 | 7 | 2 | | PFPPGF |
| *OF ATTITUDES*<br>*ism Scale, Form A* | | est. 16 yrs.-Adult | MGH | 5 | 9 | 0 | 2 | 7 | 3 | | PFPPGF |
| *OF ATTITUDES*<br>*nstitution of the United States,* | | est. 16 yrs.-Adult | MGH | 4 | 11 | 0 | 2 | 7 | 3 | | PGPPGF |
| *OF ATTITUDES*<br>*m A* | | Adult | MGH | 6 | 9 | 4 | 2 | 7 | 3 | | PFPPGF |
| *OF ATTITUDES*<br>*Attitude Toward War* | | est. 16 yrs.-Adult | MGH | 4 | 10 | 2 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*nd Beliefs About Russia: The Soviet* | | est. 16 yrs.-Adult | MGH | 5 | 10 | 2 | 2 | 7 | 0 | | PFPPGP |
| culation | | | | | | | | | | | |
| *ES* | | 14 yrs. & up | PA | 4 | 6 | 2 | 4 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *WILLIAM, LYNDE AND WILLIAMS ANALYSIS OF PERSONAL VALUES*<br>*Personal Power* | | Adult | PGP | 7 | 11 |
| *WILLIAM, LYNDE AND WILLIAMS ANALYSIS OF PERSONAL VALUES*<br>*Practical-Economic* | | Adult | PGP | 7 | 11 |
| 6E3 Political Values: Self Judgment | | | | | |
| *POLARITY SCALE* | 6D3 | Adult | SPC | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Defensive, Cooperative, and Aggressive War* | | est. 16 yrs.-Adult | MGH | 4 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Freedom of Information* | | est. 16 yrs.-Adult | MGH | 2 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Labor Scale* | | Adult | MGH | 7 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward War* | | Adult | MGH | 4 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Distribution of Wealth Scale* | | Adult | MGH | 2 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Economic Conservatism Scale* | | Adult | MGH | 6 | 11 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Florida Scale of Civic Beliefs* | 6B3 | Adult | MGH | 8 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Internationalism-Nationalism Scale* | | Adult | MGH | 5 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The M-P(Militaristic-Pacifistic) Opinion Scale* | | Adult | MGH | 4 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Patriotism Scale* | | est. 16 yrs.-Adult | MGH | 2 | 9 |

TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ANALYSIS OF PERSONAL VALUES* | | Adult | PGP | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| *ANALYSIS OF PERSONAL VALUES* | | Adult | PGP | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| gment | | | | | | | | | | | |
| | 6D3 | Adult | SPC | | | | | | | | |
| *OF ATTITUDES*<br>*ive, Cooperative, and Aggressive War* | | est. 16 yrs.-Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*m of Information* | | est. 16 yrs.-Adult | MGH | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*Scale* | | Adult | MGH | 7 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *OF ATTITUDES* | | Adult | MGH | 4 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*Scale* | | Adult | MGH | 2 | 9 | 2 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*ism Scale* | | Adult | MGH | 6 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*ivic Beliefs* | 6B3 | Adult | MGH | 8 | 10 | 0 | 2 | 7 | 0 | | FFPPGP |
| *OF ATTITUDES*<br>*ationalism Scale* | | Adult | MGH | 5 | 9 | 2 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*Pacifistic) Opinion Scale* | | Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES* | | est. 16 yrs.-Adult | MGH | 2 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |

AFFECTIVE SUMMARY

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Peterson War Scale* | | est. 14 yrs.-Adult | MGH | 4 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Public Opinion Questionnaire* | | Adult | MGH | 4 | 8 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Questionnaire on Politico-Economic Attitudes* | | Adult | MGH | 4 | 5 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Scale of Militarism-Pacifism* | | est. 16 yrs.-Adult | MGH | 6 | 9 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Social Attitudes Scale* | | Adult | MGH | 9 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Survey of Opinions and Beliefs About International Relations* | 6D3 | est. 16 yrs.-Adult | MGH | 3 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Tulane Factors of Liberalism-Conservatism Attitude Values Profile - Economic Items* | | est. 16 yrs.-Adult | MGH | 4 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Tulane Factors of Liberalism-Conservatism Attitude Values Profile - Political Items* | | est. 16 yrs.-Adult | MGH | 2 | 10 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Worldmindedness Scale* | | Adult | MGH | 5 | 12 | 3 |
| *STUDY OF VALUES*<br>*Political* | | Adult | HMC | 10 | 13 | 5 |
| 6E4 Political Values: Description About Others | | | | | | |
| 6E5 Political Values: Speculation About Others | | | | | | |
| 6E6 Political Values: Judgment About Others | | | | | | |
| 6E7 Political Values: Contrived Behavioral Situation | | | | | | |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *F ATTITUDES* | | est. 14 yrs.-Adult | MGH | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *F ATTITUDES*<br>*naire* | | Adult | MGH | 4 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *F ATTITUDES*<br>*co-Economic Attitudes* | | Adult | MGH | 4 | 5 | 0 | 2 | 7 | 0 | | PPPPGP |
| *F ATTITUDES*<br>*acifism* | | est. 16 yrs.-Adult | MGH | 6 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *F ATTITUDES*<br>*ale* | | Adult | MGH | 9 | 10 | 0 | 2 | 7 | 0 | | FFPPGP |
| *F ATTITUDES*<br>*d Beliefs About International* | 6D3 | est. 16 yrs.-Adult | MGH | 3 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *F ATTITUDES*<br>*alism-Conservatism Attitude Values*<br>*ems* | | est. 16 yrs.-Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *F ATTITUDES*<br>*alism-Conservatism Attitude Values*<br>*tems* | | est. 16 yrs.-Adult | MGH | 2 | 10 | 0 | 1 | 7 | 0 | | PFPPGP |
| *F ATTITUDES*<br>*le* | | Adult | MGH | 5 | 12 | 3 | 2 | 7 | 0 | | PGPPGP |
| | | Adult | HMC | 10 | 13 | 5 | 6 | 8 | 0 | | FGFFGP |
| on About Others | | | | | | | | | | | |
| on About Others | | | | | | | | | | | |
| About Others | | | | | | | | | | | |
| Behavioral Situation | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| *SELF-SOCIAL SYMBOLS TASK, PRESCHOOL FORM*<br>*Power* | | Preschool & Primary | IDHR | 5 | 10 |
| 6E8 Political Values: Actual Behavioral Situation | | | | | |
| 6F1 Religious Values: Self Description | | | | | |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*MR (Morals and Religion)* | | College | PC | 7 | 13 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*MR (Morals and Religion)* | | GR 10-12 | PC | 7 | 13 |
| *OPI (OMNIBUS PERSONALITY INVENTORY), FORM F*<br>*RO (Religious Orientation)* | | College | PC | 9 | 13 |
| *RELIGIOUS ATTITUDES INVENTORY* | | Adult | FLP | 2 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward God: Influence on Conduct, Form C* | | Adult | MGH | 6 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward God: The Reality of God, Form A* | | Adult | MGH | 7 | 9 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes and Beliefs of LDS Church Members Toward Their Church and Religion* | | Adult (Mormons) | MGH | 7 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Evolution* | 6A1 | est. 16 yrs.-Adult | MGH | 4 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Belief Pattern Scale: Attitude of Religiosity* | | Adult | MGH | 8 | 10 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Existence of God Scale* | 6A1 | Adult | MGH | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Religionism Scale: Scale I, Form A* | | est. 16 yrs.-Adult | MGH | 2 | 9 |

TEST EVALUATIONS

| IC CATEGORY<br>IAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *PRESCHOOL FORM* | | Preschool & Primary | IDHR | 5 | 10 | 0 | 1 | 6 | 0 | | PFPPFF |
| Behavioral Situation | | | | | | | | | | | |
| scription | | | | | | | | | | | |
| *FORM C*<br>*n)* | | College | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *FORM H*<br>*on)* | | GR 10-12 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *NVENTORY), FORM F*<br>*tion)* | | College | PC | 9 | 13 | 4 | 4 | 8 | 0 | | FGPPGP |
| *ORY* | | Adult | FLP | 2 | 8 | 0 | 2 | 4 | 0 | | PFPPFP |
| *OF ATTITUDES*<br>*Influence on Conduct, Form C* | | Adult | MGH | 6 | 9 | 0 | 2 | 7 | 4 | | PFPPGG |
| *OF ATTITUDES*<br>*The Reality of God, Form A* | | Adult | MGH | 7 | 9 | 0 | 2 | 7 | 4 | | PFPPGG |
| *OF ATTITUDES*<br>*of LDS Church Members Toward Their* | | Adult (Mormons) | MGH | 7 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*ution* | 6A1 | est. 16 yrs.-Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES*<br>*Attitude of Religiosity* | | Adult | MGH | 8 | 10 | 3 | 2 | 7 | 0 | | FFPPGP |
| *OF ATTITUDES*<br>*Scale* | 6A1 | Adult | MGH | | | | | | | | |
| *OF ATTITUDES*<br>*cale I, Form A* | | est. 16 yrs.-Adult | MGH | 2 | 9 | 2 | 1 | 7 | 3 | | PFPPGF |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| 6F2 Religious Values: Self Speculation | | | | | | |
| *THE PICTORIAL STUDY OF VALUES*<br>*Religious* | | 14 yrs. & up | PA | 4 | 6 | 2 |
| *STUDY OF VALUES*<br>*Religious* | | Adult | HMC | 10 | 13 | 6 |
| *WILLIAM, LYNDE, AND WILLIAMS ANALYSIS OF PERSONAL VALUES*<br>*Religious* | | Adult | PGP | 7 | 11 | 4 |
| 6F3 Religious Values: Self Judgment | | | | | | |
| *KATZ-ALLPORT INVENTORY*<br>*Attitude Toward Religion and the Church* | | Adult | LJC | 8 | 11 | 0 |
| *POLARITY SCALE* | 6D3 | Adult | SPC | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*An Attitude Scale Toward Church and Religious Practices* | | est. 16 yrs.-Adult | MGH | 3 | 8 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Death Attitude Scales* | | est. 16 yrs.-Adult | MGH | 6 | 11 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Relation Between Religion and Psychiatry Scale* | | Adult | MGH | 4 | 10 | 3 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Religion Scale* | | est. 16 yrs.-Adult | MGH | 3 | 11 | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Religious Attitude Inventory* | | Adult | MGH | 6 | 8 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Religious Belief Scale* | | est. 16 yrs.-Adult | MGH | 4 | 9 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Religious Ideology Scale* | | est. 16 yrs.-Adult | MGH | 6 | 10 | 0 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| culation | | | | | | | | | | | |
| *ES* | | 14 yrs. & up | PA | 4 | 6 | 2 | 4 | 6 | 0 | | PFPPFP |
| | | Adult | HMC | 10 | 13 | 6 | 6 | 8 | 0 | | FGFFGP |
| *S ANALYSIS OF PERSONAL VALUES* | | Adult | PGP | 7 | 11 | 4 | 5 | 7 | 0 | | PGPFGP |
| gment | | | | | | | | | | | |
| *on and the Church* | | Adult | LJC | 8 | 11 | 0 | 0 | 8 | 0 | | FGPPGP |
| | 6D3 | Adult | SPC | | | | | | | | |
| *OF ATTITUDES*<br>*rd Church and Religious Practices* | | est. 16 yrs.-Adult | MGH | 3 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *OF ATTITUDES* | | est. 16 yrs.-Adult | MGH | 6 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*ion and Psychiatry Scale* | | Adult | MGH | 4 | 10 | 3 | 2 | 7 | 0 | | PFFPGP |
| *F ATTITUDES* | | est. 16 yrs.-Adult | MGH | 3 | 11 | 2 | 2 | 7 | 0 | | PGPPGP |
| *F ATTITUDES*<br>*Inventory* | | Adult | MGH | 6 | 8 | 0 | 2 | 7 | 0 | | PFPPGP |
| *F ATTITUDES* | | est. 16 yrs.-Adult | MGH | 4 | 9 | 0 | 2 | 6 | 0 | | PFPPFP |
| *F ATTITUDES*<br>*e* | | est. 16 yrs.-Adult | MGH | 6 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*A Survey of Attitudes Toward Religion and the Philosophy of Life* | | Adult | MGH | 7 | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Tulane Factors of Liberalism-Conservatism Attitude Values Profile - Religious Items* | | est. 16 yrs.-Adult | MGH | 4 | 1 |
| 6F4 Religious Values: Description About Others | | | | | |
| 6F5 Religious Values: Speculation About Others | | | | | |
| 6F6 Religious Values: Judgment About Others | | | | | |
| *A COURTSHIP ANALYSIS*<br>*Religion* | | est. Adult | FLP | 3 | |
| 6F7 Religious Values: Contrived Behavioral Situation | | | | | |
| 6F8 Religious Values: Actual Behavioral Situation | | | | | |
| | | | | | |
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| | | | | | |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *F ATTITUDES*<br>*oward Religion and the Philosophy* | | Adult | MGH | 7 | 8 | 2 | 1 | 7 | 0 | | PFPPGP |
| *F ATTITUDES*<br>*alism-Conservatism Attitude Values*<br>*tems* | | est. 16 yrs.-Adult | MGH | 4 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| on About Others | | | | | | | | | | | |
| on About Others | | | | | | | | | | | |
| About Others | | | | | | | | | | | |
| | | st. Adult | FLP | 3 | 7 | 0 | 0 | 8 | 0 | | PFPPGP |
| Behavioral Situation | | | | | | | | | | | |
| havioral Situation | | | | | | | | | | | |
| | | | | | | | | | | | |
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# Interpersonal S

# ersonal Skills

# TESTS OF INTERPERSONAL SKILLS

Interpersonal skills, sometimes also known as social skills and skills of interpersonal perception, are those abilities needed for effective people-to-people communication and for veridical understanding of one's own role in human interactions. This set of skills, while not as intensively or extensively studied as the skills in the higher-order cognitive and affective classification systems, are of equally great importance, if not in the effectiveness of all aspects of human life, then certainly in its quality and richness. It is this set of skills that is involved in knowing how your behavior affects others with whom you interact and how others affect you; knowing your own feelings and the feelings of others; and knowing how your expectations and wishes affect what you see others doing, and how your values govern your own behaviors toward others.

### *The Dimensions of the Interpersonal Skills Classification Scheme*

As in the previous two skill areas, the first step in the systematic assessment of appropriate measurement devices was the development of a classification of skills that would exhaust the breadth of behaviors under the rubric "interpersonal skills." Figure 10 illustrates the three
type by role by situation)
interpersonal skills. The de
ations) and columns (typ
intersections are assigned
each cell indicate the num

In general, an instrum
classification scheme focus
and the various behaviors
situation. An instrument a
contrast, generally focuses
*stant for an individual in*
that attempts to measure
his actual teachers would
cation scheme–specifically
–whereas an instrument t
attitudes toward teachers
eral would fall into the
orientation."

## *ROWS OF THE CLASSIFICATION SCHEME*

The rows of Figure 10 represent the varieties of roles and situations within which interpersonal relationships occur. The primary categorization is in terms of the people with whom the relationships occur: peers, authorities, subordinates, and people in general. Each of these four main categories has subcategories indicating situation: school, home, other, and general. For the people-in-general category, the subcategory "work" replaces "other" and "general."

### *RELATIONS WITH PEERS*

Tests and items fitting this category are concerned with one's effects upon one's peers and their effects upon the individual, in return. At school, such relationships are those of teacher-teacher and student-student; at ho
spouse relationships. In o
coworker or club member-f

*Examples:*

"The name of the class
with is______________."

"I fight with my sister

---

*Many sample items in thi
trative purposes. Items that are e
tive of contrived-situation measu
assessment purposes.

## TESTS OF INTERPERSONAL SKILLS

metimes also known as social skills and eption, are those abilities needed for ommunication and for veridical under- h human interactions. This set of skills, extensively studied as the skills in the affective classification systems, are of f not in the effectiveness of all aspects y in its quality and richness. It is this in knowing how your behavior affects act and how others affect you; knowing elings of others; and knowing how your ect what you see others doing, and how n behaviors toward others.

### *rpersonal Skills Classification Scheme*

skill areas, the first step in the sys- opriate measurement devices was the tion of skills that would exhaust the the rubric "interpersonal skills." Figure 10 illustrates the three-dimensional morphological model (test type by role by situation) adopted as the classification scheme for interpersonal skills. The descriptors label the rows (roles and situations) and columns (type of instrument), and the cells of their intersections are assigned codes. The parenthesized numbers in each cell indicate the number of test instruments evaluated.

In general, an instrument classified within the interpersonal classification scheme focuses on a specific concrete social situation and the various behaviors which an individual manifests in that situation. An instrument assigned to the affective classification, by contrast, generally focuses on *traits or dispositions which hold constant for an individual in various situations.* For example, a test that attempts to measure aspects of a student's relationship with his actual teachers would be assigned to the interpersonal classification scheme—specifically to "relations with authorities at school" —whereas an instrument that assesses the valence of a student's attitudes toward teachers, schools, or academic values in general would fall into the affective scheme—specifically "school orientation."

## *ROWS OF THE CLASSIFICATION SCHEME*

represent the varieties of roles and rpersonal relationships occur. The pri- ms of the people with whom the rela- horities, subordinates, and people in nain categories has subcategories indi- ne, other, and general. For the people- category "work" replaces "other" and

### *RS*

his category are concerned with one's their effects upon the individual, in ionships are those of teacher-teacher and student-student; at home, they are sibling-sibling and spouse-spouse relationships. In other settings they could be worker-coworker or club member-fellow member relationships.

*Examples:*

> "The name of the classmate I'd most like to go to the zoo with is ____________."*
>
> "I fight with my sister when she 'tags along'."

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*Many sample items in this section are contrived by the authors for illustrative purposes. Items that are ethically questionable (especially those illustrative of contrived-situation measures) are in no way endorsed by the authors for assessment purposes.

Figure 10 INTERPERSONAL CLASSIFICATION SCHEME

| RELATIONS | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHE | |
|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation |
| P. Relations with Peers | | | | | |
| PS. at School | PS1 *(1)* | PS2 *(2)* | PS3 *(1)* | PS4 *(3)* | PS5 *(0)* |
| PH. at Home | PH1 *(0)* | PH2 *(3)* | PH3 *(5)* | PH4 *(0)* | PH5 *(0)* |
| PO. Other | PO1 *(6)* | PO2 *(7)* | PO3 *(6)* | PO4 *(0)* | PO5 *(0)* |
| PG. General | PG1 *(12)* | PG2 *(6)* | PG3 *(7)* | PG4 *(0)* | PG5 *(0)* |
| A. Relations with Authorities | | | | | |
| AS. at School | AS1 *(2)* | AS2 *(0)* | AS3 *(2)* | AS4 *(1)* | AS5 *(0)* |
| AH. at Home | AH1 *(19)* | AH2 *(1)* | AH3 *(5)* | AH4 *(0)* | AH5 *(0)* |
| AO. Other | AO1 *(0)* | AO2 *(1)* | AO3 *(2)* | AO4 *(0)* | AO5 *(0)* |
| AG. General | AG1 *(2)* | AG2 *(0)* | AG3 *(0)* | AG4 *(0)* | AG5 *(0)* |
| R. Relations with Subordinates | | | | | |
| RS. at School | RS1 *(3)* | RS2 *(1)* | RS3 *(0)* | RS4 *(1)* | RS5 *(0)* |
| RH. at Home | RH1 *(1)* | RH2 *(0)* | RH3 *(6)* | RH4 *(0)* | RH5 *(0)* |
| RO. Other | RO1 *(2)* | RO2 *(12)* | RO3 *(0)* | RO4 *(2)* | RO5 *(0)* |
| RG. General | RG1 *(0)* | RG2 *(1)* | RG3 *(1)* | RG4 *(0)* | RG5 *(0)* |
| G. Relations with People in General | | | | | |
| GS. at School | GS1 *(3)* | GS2 *(0)* | GS3 *(0)* | GS4 *(1)* | GS5 *(0)* |
| GH. at Home | GH1 *(11)* | GH2 *(1)* | GH3 *(5)* | GH4 *(1)* | GH5 *(0)* |
| GW. at Work | GW1 *(9)* | GW2 *(2)* | GW3 *(4)* | GW4 *(1)* | GW5 *(0)* |

*Parenthesized figures indicate the number of tests located and evaluated for that category.*

Figure 10 INTERPERSONAL CLASSIFICATION SCHEME

| | REPORTS ABOUT SELF | | | REPORTS ABOUT OTHERS | | | BEHAVIORAL MEASURES | |
|---|---|---|---|---|---|---|---|---|
| | Description | Speculation | Judgment | Description | Speculation | Judgment | Contrived Situation | Actual Situation |
| | | | | | | | | |
| | PS1 *(1)* | PS2 *(2)* | PS3 *(1)* | PS4 *(3)* | PS5 *(0)* | PS6 *(6)* | PS7 *(1)* | PS8 *(5)* |
| | PH1 *(0)* | PH2 *(3)* | PH3 *(5)* | PH4 *(0)* | PH5 *(0)* | PH6 *(2)* | PH7 *(0)* | PH8 *(0)* |
| | PO1 *(6)* | PO2 *(7)* | PO3 *(6)* | PO4 *(0)* | PO5 *(0)* | PO6 *(6)* | PO7 *(7)* | PO8 *(0)* |
| | PG1 *(12)* | PG2 *(6)* | PG3 *(7)* | PG4 *(0)* | PG5 *(0)* | PG6 *(2)* | PG7 *(1)* | PG8 *(2)* |
| | | | | | | | | |
| | AS1 *(2)* | AS2 *(0)* | AS3 *(2)* | AS4 *(1)* | AS5 *(0)* | AS6 *(7)* | AS7 *(0)* | AS8 *(1)* |
| | AH1 *(19)* | AH2 *(1)* | AH3 *(5)* | AH4 *(0)* | AH5 *(0)* | AH6 *(1)* | AH7 *(0)* | AH8 *(0)* |
| | AO1 *(0)* | AO2 *(1)* | AO3 *(2)* | AO4 *(0)* | AO5 *(0)* | AO6 *(2)* | AO7 *(0)* | AO8 *(1)* |
| | AG1 *(2)* | AG2 *(0)* | AG3 *(0)* | AG4 *(0)* | AG5 *(0)* | AG6 *(0)* | AG7 *(0)* | AG8 *(0)* |
| | | | | | | | | |
| | RS1 *(3)* | RS2 *(1)* | RS3 *(0)* | RS4 *(1)* | RS5 *(0)* | RS6 *(3)* | RS7 *(0)* | RS8 *(18)* |
| | RH1 *(1)* | RH2 *(0)* | RH3 *(6)* | RH4 *(0)* | RH5 *(0)* | RH6 *(3)* | RH7 *(0)* | RH8 *(0)* |
| | RO1 *(2)* | RO2 *(12)* | RO3 *(0)* | RO4 *(2)* | RO5 *(0)* | RO6 *(9)* | RO7 *(0)* | RO8 *(0)* |
| | RG1 *(0)* | RG2 *(1)* | RG3 *(1)* | RG4 *(0)* | RG5 *(0)* | RG6 *(0)* | RG7 *(0)* | RG8 *(0)* |
| | | | | | | | | |
| | GS1 *(3)* | GS2 *(0)* | GS3 *(0)* | GS4 *(1)* | GS5 *(0)* | GS6 *(1)* | GS7 *(0)* | GS8 *(8)* |
| | GH1 *(11)* | GH2 *(1)* | GH3 *(5)* | GH4 *(1)* | GH5 *(0)* | GH6 *(0)* | GH7 *(0)* | GH8 *(0)* |
| | GW1 *(9)* | GW2 *(2)* | GW3 *(4)* | GW4 *(1)* | GW5 *(0)* | GW6 *(1)* | GW7 *(1)* | GW8 *(0)* |

*er of tests located and evaluated for that category.*

"My wife complains about my going fishing."

"Indicate the climate of your work group by placing an X at some point along each of the following dimensions:"

Casual ................................ Formal
Cooperative ....................... Uncooperative

"For each verbal contribution of each individual in a group conference place a check in the category that best defines the contribution."

Summarizes ____________
Asks questions ____________
Points out weaknesses ____________

## *RELATIONS WITH AUTHORITIES*

Tests placed in this category describe situations where the relationship is upward in the social hierarchy, how I behave or how others behave toward their superordinates in specific social situations. At school such relationships are of the student-teacher or teacher-principal types. At home, the clearest example is the child-parent relationship. In other situations the relationship can be of the worker-employer or follower-leader type.

*Examples:*

"In school I do what my teachers tell me."

"My parents only allow me to date people they already know."

"My supervisor doesn't appreciate the quality of my work."

"My boss usually takes time to talk to me when I have a problem."

## *RELATIONS WITH SUBORDINATES*

Tests concerned with relationships in the downward direction of the social hierarchy, how a superordinate behaves toward those who are subordinate to him, are assigned to the third category. At school such relationships are of the teacher-student and principal-teacher variety, while at h
a clear example. In other
chairman-committee membe

*Examples:*

"My students continue t
room."

"I feel I criticize my sta

"You have just learned t
employ illegally drew or
time wher. he was financ
the funds. Which of the f
likely to take?"

(a) dismiss him
(b) discuss the situ
(c) ignore the situa

"In my class the teacher
(a) without asking
(b) anytime, but w
(c) only during cer

"The way to get my crew

"Was your waitress pron

## *RELATIONS WITH PEOP*

In cases where the interp
with generalized others, the
gory. Situations considered w

*Examples:*

"No one at school plays v

"How often do you have a
of your family or with son

"In most business dealing
sive relations with others
time to answer."

"I usually find people hel

s about my going fishing.”

nate of your work group by placing an X
ng each of the following dimensions:”

. . . . . . . . . . . . . . . . . . . . . . . . . . . . . Formal

. . . . . . . . . . . . . . . . . . . . . . . Uncooperative

ontribution of each individual in a group
check in the category that best defines

_____________

ns _____________

eaknesses _____________

### *AUTHORITIES*

his category describe situations where the in the social hierarchy, how I behave or how their superordinates in specific social situa- relationships are of the student-teacher or . At home, the clearest example is the child- other situations the relationship can be of r follower-leader type.

at my teachers tell me.”

allow me to date people they already

esn’t appreciate the quality of my work.”

takes time to talk to me when I have a

### *SUBORDINATES*

ith relationships in the downward direction how a superordinate behaves toward those him, are assigned to the third category. At s are of the teacher-student and principal-teacher variety, while at home the parent-child relationship is a clear example. In other situations, relationships are of the chairman-committee member or employer-worker type.

*Examples:*

> “My students continue to work when I am out of the classroom.”
>
> “I feel I criticize my staff members too much.”
>
> “You have just learned that a respected accountant in your employ illegally drew on company funds a year ago, at a time when he was financially desperate, and later replaced the funds. Which of the following actions would you be most likely to take?”
>
> (a) dismiss him
> (b) discuss the situation with him
> (c) ignore the situation
>
> “In my class the teacher lets us go to the restroom:”
>
> (a) without asking for permission.
> (b) anytime, but we have to ask first.
> (c) only during certain times of the day.
>
> “The way to get my crew to work is to be tough and strict.”
>
> “Was your waitress prompt in taking your order?”

### *RELATIONS WITH PEOPLE IN GENERAL*

In cases where the interpersonal relationships are interactions with generalized others, the tests are assigned to the fourth category. Situations considered were at school, at home, and at work.

*Examples:*

> “No one at school plays with me.”
>
> “How often do you have a serious argument with a member of your family or with someone at work?”
>
> “In most business dealings, the interviewee creates responsive relations with others by asking questions and allowing time to answer.”
>
> “I usually find people help me when I ask them.”

## *COLUMNS OF THE CLASSIFICATION SCHEME*

The columns of Figure 10 represent the types of assessment devices that are utilized, or could be utilized, in assessing interpersonal skills. The primary categorization is in terms of self-report, other-report, and behavioral measures.

### *REPORTS ABOUT SELF*

This is a class of measurement devices that derives its information about the subject from the accounts of the subject himself. Projective tests are also assigned to this category. There are three subcategories.

*Descriptive reports* are inventories of the frequency or intensity of behaviors (operational accounts): of things I say or do, of feelings I feel, or of thoughts I think. These inventories involve minimal judgment or interpretation.

*Examples:*

> "At least once a day I argue with a classmate."
>
> "I am not allowed to accept single dates."
>
> "I do not begin to eat until everyone at my table is served."
>
> "I send cards to my co-workers on their birthdays."
>
> "I feel frightened when I meet strangers."

*Speculative reports* are inventories or accounts of things I say I think I "would" do, or feel, or say, if certain conditions were true; they are personal estimates of probable responses.

*Examples:*

> "If I get married, I expect my husband to help with the dishes."
>
> "I would only disobey my father if he ordered me to do something evil."
>
> "If a waitress gave me good service, I would give her at least a 15% tip."

*Judgmental reports* are things I say about me in relation to

others that do not have a specif
generalizations, evaluations, inte

*Examples:*

> "I criticize my children too of
>
> "I'm an obedient child."
>
> "I often let the people around
> than I should."
>
> "I am a good supervisor."

Also assigned to this categ
regarded, ask the examinee abou
but which yield an interpretation
examinee himself. An example of
workers lie to their bosses if it w
the examinee's response to which
jection of his own behavior ont
might constitute an item of an i

### *REPORTS ABOUT OTHERS*

An instrument assigned to th
information about an individual f
vidual himself. A teacher evalua
rate their teacher along dimensio
teaching, or an employee intervi
rate applicants along dimensions
ity of their job performance, are

*Descriptive reports* of other
behaviors that the respondent is

*Examples:*

> "Name your classmates who
> at least once a day."
>
> "The teachers at this school
> with a smile."
>
> "Students in this class only s

represent the types of assessment
ld be utilized, in assessing inter-
ategorization is in terms of self-
ioral measures.

ent devices that derives its infor-
he accounts of the subject himself.
d to this category. There are three

ventories of the frequency or in-
l accounts): of things I say or do,
I think. These inventories involve
ation.

with a classmate."

single dates."

veryone at my table is served."

kers on their birthdays."

et strangers."

ventories or accounts of things I
l, or say, if certain conditions were
es of probable responses.

my husband to help with the

father if he ordered me to do

d service, I would give her at

ings I say about me in relation to

others that do not have a specific behavioral reference, such as generalizations, evaluations, interpretations, labels, or "shoulds."

*Examples:*

> "I criticize my children too often."
>
> "I'm an obedient child."
>
> "I often let the people around me influence my actions more than I should."
>
> "I am a good supervisor."

Also assigned to this category are tests which, objectively regarded, ask the examinee about characteristics of other people, but which yield an interpretation concerning characteristics of the examinee himself. An example of this type of item is "Most office workers lie to their bosses if it will help make their jobs easier," the examinee's response to which might be presumed to be a projection of his own behavior onto other people, and which thus might constitute an item of an interpersonal risk scale.

### *REPORTS ABOUT OTHERS*

An instrument assigned to this classification is one that elicits information about an individual from sources other than the individual himself. A teacher evaluation measure, in which students rate their teacher along dimensions pertinent to the quality of his teaching, or an employee interview schedule, in which employers rate applicants along dimensions potentially pertinent to the quality of their job performance, are examples.

*Descriptive reports* of others are in terms of descriptions of behaviors that the respondent is reporting about another person.

*Examples:*

> "Name your classmates who contribute to class discussion at least once a day."
>
> "The teachers at this school generally greet the principal with a smile."
>
> "Students in this class only speak when spoken to."

*Speculations* of others are guesses or assumptions specifically and only about what another person might *say* or *do* in certain situations.

*Examples:*

"If this employee were given a choice of new positions within the company he would probably:"

(a) accept a position involving minimal personal contact

(b) accept a position involving much interaction with others

"What would be the first thing your supervisor would do if he found that you hadn't really been sick on a day when you took sick leave?"

"If this teacher asked more divergent questions, her students would give more answers which required more thought."

*Judgments* of others are evaluations of others' behaviors or statements about their global characteristics. The judge need not necessarily have observed the ratee's behaviors in order to make judgments.

*Examples:*

"In this class, everyone feels he has a chance to participate in decision-making."

"The leader of our group helps me as much as he can."

"The President should not delegate so much foreign policy authority."

"Our supervisor knows each individual employee's strengths and weaknesses."

## *BEHAVIORAL MEASURES*

Behavioral measures are i
observers to codify the behavior
difference between this category
that behavioral measures treat
than retrospectively. There are tv
tions and actual situations.

In general, a *Contrived Sit*
cies are arranged in some stand
response to these special conting
surement.

*Examples:*

"Eight students will be assig
viduals involved in a school
troversial issue. The participa
participant along the following

"Given the opportunity to v
construction project, the chi

(a) work in unison

(b) work individually v

(c) bicker about roles a

An *Actual Situation*, on the
lated especially for purposes of t
classroom observation instrumen
category, since their purpose is u
of interaction and not events spe
ment.*

*Examples:*

"Make a check beside the ch

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*Only a small sample of the avail
were reviewed for this document. A deta
be found in "Mirrors for Behavior: An
published by the *Classroom Interactio*
Schools, 1700 Market Street, Philadel
volume series, reviewing 79 instruments,

s are guesses or assumptions specifically
other person might *say* or *do* in certain

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ould probably:"

sition involving minimal personal con-

sition involving much interaction with

first thing your supervisor would do if
adn't really been sick on a day when
"

d more divergent questions, her stu-
ore answers which required more

s are evaluations of others' behaviors or
lobal characteristics. The judge need not
d the ratee's behaviors in order to make

ne feels he has a chance to participate

roup helps me as much as he can."

ld not delegate so much foreign policy

s each individual employee's strengths

---

### *BEHAVIORAL MEASURES*

Behavioral measures are instruments used by on-the-spot observers to codify the behavior of those observed. The essential difference between this category and "Reports about Others" is that behavioral measures treat the subject immediately, rather than retrospectively. There are two subcategories: contrived situations and actual situations.

In general, a *Contrived Situation* is one in which contingencies are arranged in some standard way, and it is the subject's response to these special contingencies that is the object of measurement.

*Examples:*

> "Eight students will be assigned to play the roles of individuals involved in a school board's deliberation of a controversial issue. The participants' classmates will rate each participant along the following dimensions of performance:"
>
> "Given the opportunity to work as a group on a model-construction project, the children"
>
> (a) work in unison
>
> (b) work individually without mutual consultation
>
> (c) bicker about roles and procedure

An *Actual Situation*, on the other hand, is one not manipulated especially for purposes of the measurement procedure. Most classroom observation instruments fit into the Actual Situation category, since their purpose is usually to codify typical patterns of interaction and not events specific to the occasion of measurement.*

*Examples:*

> "Make a check beside the child's name everytime he hits

---

*Only a small sample of the available classroom observation instruments were reviewed for this document. A detailed summary of these instruments can be found in "Mirrors for Behavior: An Anthology of Observation Instruments," published by the *Classroom Interaction Newsletter*, c/o Research for Better Schools, 1700 Market Street, Philadelphia, Penna. 19103. Cost for the two-volume series, reviewing 79 instruments, is $12.00.

another child."

"Make a check each time a teller expresses disagreement with his bank manager."

"Make a check each time the parent praises his or her child."

*The Tests of Interpersonal Skills*

The parenthesized numerical entries in Figure 10 indicate the number of measurement instruments identified, procured, and assigned to each category. From these values, the reader can see not only in which categories there is a goo
but also in which categories few or no ins
The remainder of this section lists al
VENTURE summary evaluations. Tests
cation category, but having secondary i
are listed but not evaluated in the secon
they are cross-referenced so that the r
evaluation in the referenced (primary)
mentary manner, all instruments with s
have parenthesized notations of these inv
tions indicate where the test is secon
evaluated).

a teller expresses disagreement

e parent praises his or her child."

*l Skills*

umerical entries in Figure 10 indicate nt instruments identified, procured, and . From these values, the reader can see not only in which categories there is a good supply of instruments, but also in which categories few or no instruments are available. The remainder of this section lists all the tests and their VENTURE summary evaluations. Tests assigned to one classification category, but having secondary involvement in another, are listed but not evaluated in the secondary category. Instead, they are cross-referenced so that the reader can examine the evaluation in the referenced (primary) category. In a complementary manner, all instruments with secondary involvements have parenthesized notations of these involvements. These notations indicate where the test is secondarily listed (but not evaluated).

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| PS1 Relations with Peers at School: Self Description | | | | | | |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Social-School* | | GR 3-6 | BMC | 2 | 6 | 1 |
| *EAU CLAIRE COUNTY YOUTH STUDY*<br>*Appendix E: Sociometrics-Party* | PS4 | GR 4 | JRT | | | |
| *EAU CLAIRE COUNTY YOUTH STUDY*<br>*Appendix E: Sociometrics-Program* | PS4 | GR 4 | JRT | | | |
| PS2 Relations with Peers at School: Self Speculation | | | | | | |
| *THE PLAY SITUATION-PICTURE BOARD SOCIOMETRIC TECHNIQUE* | | Preschool | RPB | 4 | 10 | 0 |
| *SOCIOMETRIC QUESTIONNAIRE (FOR TEACHERS)*<br>*Appendix A, Part 2* | | Teachers | TJP | 6 | 13 | 1 |
| PS3 Relations with Peers at School: Self Judgment | | | | | | |
| *DEMOS D (DROP-OUT) SCALE*<br>*P Area (Influences by Peers or Parents)* | | Jr. H.S. &<br>Sr. H.S. | WPS | 7 | 11 | 0 |
| PS4 Relations with Peers at School: Description About Others | | | | | | |
| *DEVEREUX ADOLESCENT BEHAVIOR RATING SCALE*<br>*Heterosexual Interest* | | Adolescent | DFP | 4 | 9 | 5 |
| *EAU CLAIRE COUNTY YOUTH STUDY*<br>*Appendix E: Sociometrics-Party* | PS1 | GR 4 | JRT | 4 | 7 | 0 |
| *EAU CLAIRE COUNTY YOUTH STUDY*<br>*Appendix E: Sociometrics-Program* | PS1 | GR 4 | JRT | 4 | 7 | 0 |
| PS5 Relations with Peers at School: Speculation About Others | | | | | | |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| ol: Self Description | | | | | | | | | | | |
| , *GAMMA FORM* | | GR 3-6 | BMC | 2 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| *Y*<br>*es-Party* | PS4 | GR 4 | JRT | | | | | | | | |
| *Y*<br>*es-Program* | PS4 | GR 4 | JRT | | | | | | | | |
| ol: Self Speculation | | | | | | | | | | | |
| *ARD SOCIOMETRIC TECHNIQUE* | | Preschool | RPB | 4 | 10 | 0 | 3 | 3 | 0 | | PFPPPP |
| *R TEACHERS)* | | Teachers | TJP | 6 | 13 | 1 | 0 | 7 | 0 | | PGPPGP |
| ol: Self Judgment | | | | | | | | | | | |
| *ers or Parents)* | | Jr. H.S. &<br>Sr. H.S. | WPS | 7 | 11 | 0 | 6 | 7 | 0 | | PGPFGP |
| ol: Description About Others | | | | | | | | | | | |
| *RATING SCALE* | | Adolescent | DFP | 4 | 9 | 5 | 4 | 3 | 0 | | PFFPPP |
| *Y*<br>*es-Party* | PS1 | GR 4 | JRT | 4 | 7 | 0 | 1 | 5 | 0 | | PFPPFP |
| *Y*<br>*es-Program* | PS1 | GR 4 | JRT | 4 | 7 | 0 | 1 | 5 | 0 | | PFPPFP |
| ol: Speculation About Others | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| PS6 Relations with Peers at School: Judgment About Others | | | | |
| *LEARNING ENVIRONMENT INVENTORY*<br>*Cliqueness* | | GR 6-12 | GJA | 3 |
| *LEARNING ENVIRONMENT INVENTORY*<br>*Cohesiveness* | | GR 7-12 | GJA | 6 |
| *LEARNING ENVIRONMENT INVENTORY*<br>*Competitiveness* | | GR 6-12 | GJA | 5 |
| *LEARNING ENVIRONMENT INVENTORY*<br>*Friction* | | GR 6-12 | GJA | 6 |
| *SEATING PREFERENCE (POWER OF INFLUENCE TEST)* | | est. GR 4-12 | PA | 10 |
| *SOCIOMETRIC REPUTATION NOMINATION SCALE* | | est. GR 3-9 | EHB | 4 |
| PS7 Relations with Peers at School: Contrived Behavioral Situation | | | | |
| *RUSSELL SAGE SOCIAL RELATIONS TEST* | | est. GR 3-6 | ETS | 10 |
| PS8 Relations with Peers at School: Actual Behavioral Situation | | | | |
| *BEHAVIORAL RATING SCALE* | | est. 7-11 yrs. | JSW | 3 |
| *KINDERGARTEN EVALUATION OF LEARNING POTENTIAL*<br>*Social Interaction* | | Kindergarten | MGH | 4 |
| *OBSERVATION OF SOCIALIZATION BEHAVIOR, FORM 1* | | Preschool | JLC | 10 |
| *OBSERVATION OF SOCIALIZATION BEHAVIOR, FORM 2* | | Preschool | JLC | 8 |

## UMMARY TEST EVALUATIONS

| OMIC CATEGORY ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| t School: Judgment About Others | | | | | | | | | | | |
| *VENTORY* | | GR 6-12 | GJA | 3 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *VENTORY* | | GR 7-12 | GJA | 6 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *VENTORY* | | GR 6-12 | GJA | 5 | 12 | 3 | 4 | 7 | 0 | | PGPPGP |
| *VENTORY* | | GR 6-12 | GJA | 6 | 12 | 4 | 4 | 7 | 0 | | PGPPGP |
| *ER OF INFLUENCE TEST)* | | est. GR 4-12 | PA | 10 | 11 | 7 | 7 | 8 | 0 | | FGFFGP |
| *NOMINATION SCALE* | | est. GR 3-9 | EHB | 4 | 8 | 0 | 0 | 6 | 0 | | PFPPFP |
| t School: Contrived Behavioral Situation | | | | | | | | | | | |
| *LATIONS TEST* | | est. GR 3-6 | ETS | 10 | 11 | 0 | 1 | 3 | 0 | | FGPPPP |
| t School: Actual Behavioral Situation | | | | | | | | | | | |
| *E* | | est. 7-11 yrs. | JSW | 3 | 7 | 0 | 0 | 3 | 0 | | PFPPPP |
| *N OF LEARNING POTENTIAL*<br>*n* | | Kindergarten | MGH | 4 | 10 | 0 | 1 | 2 | 0 | | PFPPPP |
| *ZATION BEHAVIOR, FORM 1* | | Preschool | JLC | 10 | 10 | 0 | 1 | 2 | 0 | | FFPPPP |
| *ZATION BEHAVIOR, FORM 2* | | Preschool | JLC | 8 | 11 | 0 | 1 | 1 | 0 | | FGPPPP |

INTERPERSONAL SUM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *RATING SCALES FOR GRADUATE STUDENTS IN BUSINESS*<br>*CA (Critical Awareness)* | | College | ETS | 7 | 13 |
| PH1 Relations with Peers at Home: Self Description | | | | | |
| PH2 Relations with Peers at Home: Self Speculation | | | | | |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Authority* | | est. 16 yrs & Adult | FLP | 4 | 12 |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Homemaking* | | est. 16 yrs & Adult | FLP | 2 | 12 |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Total Test* | | est. 16 yrs & Adult | FLP | 8 | 12 |
| PH3 Relations with Peers at Home: Self Judgment | | | | | |
| *A MARITAL COMMUNICATION INVENTORY, MALE AND FEMALE FORMS* | | Adult | FLP | 9 | 13 |
| *A MARRIAGE ANALYSIS*<br>*Activities, Beliefs, and Interests in Common* | | Adult | FLP | 2 | 12 |
| *A MARRIAGE ANALYSIS*<br>*Emotional Openness* | | Adult | FLP | 4 | 12 |
| *A MARRIAGE ANALYSIS*<br>*Knowledge of the Husband/Wife* | | Adult | FLP | 4 | 12 |
| *MATE: A FIRO SCALE, MALE AND FEMALE FORMS* | PH 6 | Adult | CPP | 6 | 13 |
| PH4 Relations with Peers at Home: Description About Others | | | | | |
| PH5 Relations with Peers at Home: Speculation About Others | | | | | |

| ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *IN BUSINESS* | | College | ETS | 7 | 13 | 1 | 3 | 3 | 0 | | PGPPPP |
| f Description | | | | | | | | | | | |
| f Speculation | | | | | | | | | | | |
| *, MALE AND FEMALE FORMS* | | est. 16 yrs & Adult | FLP | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *, MALE AND FEMALE FORMS* | | est. 16 yrs & Adult | FLP | 2 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *, MALE AND FEMALE FORMS* | | est. 16 yrs & Adult | FLP | 8 | 12 | 0 | 1 | 6 | 0 | | FGPPFP |
| Judgment | | | | | | | | | | | |
| *MALE AND FEMALE FORMS* | | Adult | FLP | 9 | 13 | 0 | 3 | 7 | 0 | | FGPPGP |
| *ests in Common* | | Adult | FLP | 2 | 12 | 0 | 2 | 8 | 0 | | PGPPGP |
| | | Adult | FLP | 4 | 12 | 0 | 2 | 8 | 0 | | PFPPGP |
| | | Adult | FLP | 4 | 12 | 0 | 2 | 8 | 0 | | PGPPGP |
| *E FORMS* | PH 6 | Adult | CPP | 6 | 13 | 0 | 1 | 6 | 0 | | PGPPFP |
| ription About Others | | | | | | | | | | | |
| lation About Others | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| PH6 Relations with Peers at Home: Judgment About Others | | | |
| *ELIAS FAMILY OPINION SURVEY*<br>*Interparental Friction Harmony* | | 12 yrs.-Adult | PA |
| *A MARRIAGE ADJUSTMENT FORM* | | Adults | FLP |
| *MATE: A FIRO SCALE, MALE AND FEMALE FORMS* | PH3 | Adults | CPP |
| PH7 Relations with Peers at Home: Contrived Behavioral Situation | | | |
| PH8 Relations with Peers at Home: Actual Behavioral Situation | | | |
| PO1 Relations with Peers in Other Situations: Self Description | | | |
| *A DATING PROBLEMS CHECKLIST*<br>*Dating Conditions* | | est. 14-20 yrs. | FLP |
| *A DATING PROBLEMS CHECKLIST*<br>*Dating and Definite Commitments* | | est. 14-20 yrs. | FLP |
| *A DATING PROBLEMS CHECKLIST*<br>*Personality and Emotional Self* | | est. 14-20 yrs. | FLP |
| *THE FIVE FACES* | 3B1 | GR 1-6 | RHS |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*CSM (Courtship, Sex and Marriage)* | | College | PC |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*CSM (Courtship, Sex and Marriage)* | | GR 10-12 | PC |
| *MOONEY PROBLEM CHECKLIST, FORM J*<br>*BG (Boy and Girl Relations)* | | GR 7-9 | PC |

IARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| me: Judgment About Others | | | | | | | | | | | |
| *Y*<br>*n Harmony* | | 12 yrs.-Adult | PA | 4 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| | | Adults | FLP | 4 | 5 | 0 | 0 | 5 | 0 | | PPPPFP |
| *AND FEMALE FORMS* | PH3 | Adults | CPP | | | | | | | | |
| me: Contrived Behavioral Situation | | | | | | | | | | | |
| me: Actual Behavioral Situation | | | | | | | | | | | |
| her Situations: Self Description | | | | | | | | | | | |
| *T* | | est. 14-20 yrs. | FLP | 7 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| *T*<br>*ommitments* | | est. 14-20 yrs. | FLP | 7 | 12 | 0 | 0 | 8 | 0 | | PGPPGP |
| *T*<br>*onal Self* | | est. 14-20 yrs. | FLP | 7 | 12 | 0 | 0 | 8 | 0 | | PGPPGP |
| | 3B1 | GR 1-6 | RHS | | | | | | | | |
| *FORM C*<br>*nd Marriage)* | | College | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *FORM H*<br>*nd Marriage)* | | GR 10-12 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *FORM J*<br>*tions)* | | GR 7-9 | PC | 5 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| P02 Relations with Peers in Other Situations: Self Speculation | | | | | |
| *INTERPERSONAL PERCEPTION METHOD* | | Adult | SPC | 12 | 9 |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*Ma (Mating)* | | College & Adult | IPAT | 3 | 8 |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*Sw (Sweetheart-Spouse)* | | College & Adult | IPAT | 3 | 8 |
| *RAYMER'S RACE AND SEX IDENTIFICATION TEST*<br>*Sex Preference* | 3A2 | Preschool | EER | | |
| *SOCIAL INTELLIGENCE TEST*<br>*Judgment in Social Situations* | PG2 | Adult | WPS | | |
| *SOCIAL RELATIONS SCALES*<br>*Achievement-Recognition* | | College | SRMSG | 4 | 7 |
| *SOCIAL RELATIONS SCALES*<br>*Affiliation* | | College | SRMSG | 4 | 7 |
| *SOCIAL RELATIONS SCALES*<br>*Playmirth* | | College | SRMSG | 4 | 7 |
| *SOCIAL RELATIONS SCALES*<br>*Succorance* | | College | SRMSG | 4 | 7 |
| P03 Relations with Peers in Other Situations: Self Judgment | | | | | |
| *A MARRIAGE PREDICTION SCHEDULE* | | est. 16 yrs.-Adult | FLP | 4 | 6 |
| *SELF-ANALYSIS CARD SORT*<br>*Man to Group* | | Adult | MRA | 4 | 10 |
| *SELF-ANALYSIS CARD SORT*<br>*Man to Man* | | Adult | MRA | 4 | 10 |

| **C CATEGORY AME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| r Situations: Self Speculation | | | | | | | | | | | |
| *IOD* | | Adult | SPC | 12 | 9 | 4 | 1 | 6 | 0 | | GFPPFP |
| *T)* | | College & Adult | IPAT | 3 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *T)* | | College & Adult | IPAT | 3 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *ICATION TEST* | 3A2 | Preschool | EER | | | | | | | | |
| *tions* | PG2 | Adult | WPS | | | | | | | | |
| | | College | SRMSG | 4 | 7 | 1 | 0 | 2 | 0 | | PFPPPP |
| | | College | SRMSG | 4 | 7 | 1 | 0 | 2 | 0 | | PFPPPP |
| | | College | SRMSG | 4 | 7 | 1 | 0 | 2 | 0 | | PFPPPP |
| | | College | SRMSG | 4 | 7 | 1 | 0 | 2 | 0 | | PFPPPP |
| Situations: Self Judgment | | | | | | | | | | | |
| *E* | | est. 16 yrs.-Adult | FLP | 4 | 6 | 0 | 0 | 5 | 0 | | PFPPFP |
| | | Adult | MRA | 4 | 10 | 0 | 3 | 6 | 0 | | PFPPFP |
| | | Adult | MRA | 4 | 10 | 0 | 3 | 6 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-1 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*General Adjustment* | | High School | PEI | 6 |
| *SELF PERCEPTION INVENTORY (MARTIN)*<br>*Supervision* | | High School | PEI | 4 |
| *TRIADAL EQUATED PERSONALITY INVENTORY*<br>*Sex Drives* | | Adult | PA | 6 |
| P04 Relations with Peers in Other Situations: Description About Others | | | | |
| P05 Relations with Peers in Other Situations: Speculation About Others | | | | |
| P06 Relations with Peers in Other Situations: Judgment About Others | | | | |
| *CONFERENCE MEETING RATING SCALE*<br>*Introductory Outcomes - Conference Group* | | Adult | PA | 4 |
| *CONFERENCE MEETING RATING SCALE*<br>*Procedural Outcomes - Conference Group* | | Adult | PA | 2 |
| *A COURTSHIP ANALYSIS*<br>*Common Interests* | | est. Adult | FLP | 5 |
| *A COURTSHIP ANALYSIS*<br>*Marriage* | | est. Adult | FLP | 7 |
| *A COURTSHIP ANALYSIS*<br>*Relationship* | | est. Adult | FLP | 7 |
| *GROUP ATMOSPHERE SCALE* | | est. Adult | FEF | 4 |
| P07 Relations with Peers in Other Situations: Contrived Behavioral Situation | | | | |
| *CRISIS TASKS: SIMULTANEOUS EQUATIONS* | | College | ML | 8 |

ARY TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *MARTIN)* | | High School | PEI | 6 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| *MARTIN)* | | High School | PEI | 4 | 12 | 3 | 4 | 8 | 0 | | PGPPGP |
| *INVENTORY.* | | Adult | PA | 6 | 8 | 3 | 2 | 7 | 0 | | PFPPGP |
| er Situations:  Description About | | | | | | | | | | | |
| er Situations:  Speculation About | | | | | | | | | | | |
| er Situations:  Judgment About | | | | | | | | | | | |
| *CALE*<br>*- Conference Group* | | Adult | PA | 4 | 7 | 0 | 4 | 5 | 0 | | PFPPFP |
| *CALE*<br>*Conference Group* | | Adult | PA | 2 | 7 | 0 | 4 | 5 | 0 | | PFPPFP |
| | | est. Adult | FLP | 5 | 8 | 0 | 0 | 8 | 0 | | PFPPGP |
| | | est. Adult | FLP | 7 | 9 | 0 | 0 | 8 | 0 | | PFPPGP |
| | | est. Adult | FLP | 7 | 9 | 0 | 0 | 8 | 0 | | PFPPGP |
| | | est. Adult | FEF | 4 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| er Situations:  Contrived | | | | | | | | | | | |
| *EQUATIONS* | | College | ML | 8 | 8 | 0 | 0 | 3 | 0 | | FFPPPP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *PROBLEM-EXPRESSION SCALE* | | Adult | IJR | 10 | 12 | 0 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Grades* | RS2 | 18 yrs. & up | ML | 6 | 10 | 0 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Labor Negotiation Game* | | 18 yrs. & up | ML | 6 | 10 | 0 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Scrambled Squares* | F3 | 18 yrs. & up | ML | 6 | 9 | 0 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Toy Tower* | F3 | 18 yrs. & up | ML | 4 | 10 | 0 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Work Values Exercise* | RO2 | 18 yrs. & up | ML | 4 | 8 | 0 |
| P08 Relations with Peers in Other Situations: Actual Behavioral Situation | | | | | | |
| PG1 Relations with Peers in General: Self Description | | | | | | |
| *THE A-S (ASCENDANCE-SUBMISSION) REACTION STUDY, MEN AND WOMEN FORMS* | | est. 15 yrs. -Adult | HMC | 5 | 10 | 4 |
| *COPE: A FIRO SCALE* | | est. Adult | CPP | 4 | 9 | 0 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Social-Community* | | GR 3-6 | BMC | 0 | 6 | 1 |
| *THE FIVE FACES* | 3B1 | GR 1-6 | RHS | | | |
| *GETTING ALONG, FORM A*<br>*Getting Along with Others (Acceptance by Others)* | | GR 7-9 | TL | 0 | 6 | 0 |
| *INTER-PERSON PERCEPTION TEST, FORM AA (ADULT)* | | Adult | M | 2 | 11 | 1 |

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | Adult | IJR | 10 | 12 | 0 | 0 | 0 | 0 | | FGPPPP |
| *RCISES* | RS2 | 18 yrs. & up | ML | 6 | 10 | 0 | 0 | 4 | 0 | | PFPPFP |
| *RCISES* | | 18 yrs. & up | ML | 6 | 10 | 0 | 0 | 4 | 0 | | PFPPFP |
| *RCISES* | F3 | 18 yrs. & up | ML | 6 | 9 | 0 | 0 | 4 | 0 | | PFPPFP |
| *RCISES* | F3 | 18 yrs. & up | ML | 4 | 10 | 0 | 0 | 4 | 0 | | PFPPFP |
| *RCISES* | RO2 | 18 yrs. & up | ML | 4 | 8 | 0 | 0 | 4 | 0 | | PFPPFP |
| Situations: Actual Behavioral n | | | | | | | | | | | |
| al: Self Description | | | | | | | | | | | |
| *) REACTION STUDY, MEN AND WOMEN* | | est. 15 yrs.-Adult | HMC | 5 | 10 | 4 | 3 | 8 | 0 | | PFPPGP |
| | | est. Adult | CPP | 4 | 9 | 0 | 2 | 8 | 0 | | PFPPGP |
| *GAMMA FORM* | | GR 3-6 | BMC | 0 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| | 3B1 | GR 1-6 | RHS | | | | | | | | |
| *(Acceptance by Others)* | | GR 7-9 | TL | 0 | 6 | 0 | 2 | 8 | 3 | * | PFPPGF |
| *FORM AA (ADULT)* | | Adult | M | 2 | 11 | 1 | 3 | 8 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *INTER-PERSON PERCEPTION TEST, FORM AC (CHILDREN)* | | est. 7-13 yrs. | M | 2 |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*SPR (Social-Psychological Relations)* | | College | PC | 7 |
| *MOONEY PROBLEM CHECKLIST, FORM J*<br>*PG (Relations to People in General)* | | GR 7-9 | PC | 7 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Experiences with Negroes* | PG4 | Adult | MGH | 2 |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Disclosure to Friends (Female)* | | Adolescent | LWW | 6 |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Disclosure to Friends (Male)* | | Adolescent | LWW | 6 |
| *SOCIAL INTELLIGENCE TEST*<br>*Total Test* | | Adult | WPS | 5 |
| *WHAT PEOPLE THINK* | AH1 | GR 3-12 | ETS | |
| PG2 Relations with Peers in General: Self Speculation | | | | |
| *THE LEADERSHIP ABILITY EVALUATION*<br>*Autocratic-Aggressive* | | est. 14 yrs.-Adult | WPS | 4 |
| *THE LEADERSHIP ABILITY EVALUATION*<br>*Autocratic-Submissive* | | est. 14 yrs.-Adult | WPS | 4 |
| *THE LEADERSHIP ABILITY EVALUATION*<br>*Democratic-Cooperative* | | est. 14 yrs.-Adult | WPS | 4 |
| *THE LEADERSHIP ABILITY EVALUATION*<br>*Laissez Faire* | | est. 14 yrs.-Adult | WPS | 5 |
| *THE LEADERSHIP ABILITY EVALUATION*<br>*Total Test* | | est. 14 yrs.-Adult | WPS | 7 |

## MMARY TEST EVALUATIONS

| MIC CATEGORY<br>T NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *TEST, FORM AC (CHILDREN)* | | est. 7-13 yrs. | M | 2 | 11 | 1 | 3 | 8 | 0 | | PGPPGP |
| *T, FORM C*<br>*ogical Relations)* | | College | PC | 7 | 13 | 0 | 3 | 8 | 0 | | PGPPGP |
| *T, FORM J*<br>*eople in General)* | | GR 7-9 | PC | 7 | 13 | 0 | 3 | 8 | 0 | | PGPPGP |
| *ENT OF ATTITUDES*<br>*egroes* | PG4 | Adult | MGH | 2 | 8 | 0 | 2 | 6 | 0 | | PFPPFP |
| *RY FOR ADOLESCENTS*<br>*nds (Female)* | | Adolescent | LWW | 6 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *RY FOR ADOLESCENTS*<br>*nds (Male)* | | Adolescent | LWW | 6 | 8 | 4 | 3 | 7 | 0 | | PFPPGP |
| *T* | | Adult | WPS | 5 | 6 | 2 | 3 | 6 | 0 | | PFPPFP |
| | AH1 | GR 3-12 | ETS | | | | | | | | |
| General: Self Speculation | | | | | | | | | | | |
| *EVALUATION*<br>*ive* | | est. 14 yrs.-Adult | WPS | 4 | 10 | 2 | 3 | 7 | 0 | | PFPPGP |
| *EVALUATION*<br>*ive* | | est. 14 yrs.-Adult | WPS | 4 | 10 | 2 | 3 | 7 | 0 | | PFPPGP |
| *EVALUATION*<br>*tive* | | est. 14 yrs.-Adult | WPS | 4 | 10 | 2 | 3 | 7 | 0 | | PFPPGP |
| *EVALUATION* | | est. 14 yrs.-Adult | WPS | 5 | 10 | 2 | 3 | 7 | 0 | | PFPPGP |
| *EVALUATION* | | est. 14 yrs.-Adult | WPS | 7 | 10 | 2 | 3 | 6 | 0 | | PFPPFP |

INTERPERSONAL SUMMA

| HLP TAXONOMIC CATEGORY | TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0-13 | 0-1 |
| | *SOCIAL INTELLIGENCE TEST*<br>*Judgment in Social Situations* | P02<br>R02 | Adult | WPS | 2 | 5 | 0 |
| PG3 | Relations with Peers in General: Self Judgment | | | | | | |
| | *FIRO-B*<br>*Expressed Control* | | GR 8 & up | CPP | 5 | 11 | 2 |
| | *FORTY-EIGHT ITEM COUNSELING EVALUATION TEST*<br>*Friendship* | | 15 yrs. & up | WPS | 3 | 11 | 0 |
| | *GROUP COHESIVENESS: A STUDY OF GROUP MORALE*<br>*Satisfaction with Interpersonal Relations* | | est. Adult | PA | 5 | 10 | 1 |
| | *GROUP COHESIVENESS: A STUDY OF GROUP MORALE*<br>*Total Test* | | est. Adult | PA | 9 | 10 | 3 |
| | *PERSONAL HISTORY INDEX*<br>*Leadership and Group Participation* | | 17 yrs. & up | IRC | 6 | 11 | 1 |
| | *SEARS SELF-CONCEPT INVENTORY*<br>*Social Relations-Same Sex* | | GR 3-6 | PSS | 6 | 11 | 0 |
| | *SELF-ESTEEM INVENTORY*<br>*Social Self-Peers* | | 9 yrs.-Adult | SC | 4 | 11 | 0 |
| | *SELF-REPORT INVENTORY*<br>*Others Scale* | 2B3 | 18 yrs. & up | OBL | | | |
| PG4 | Relations with Peers in General: Description About Others | | | | | | |
| | *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Experiences with Negroes* | PG1 | Adult | MGH | | | |
| PG5 | Relations with Peers in General: Speculation About Others | | | | | | |
| PG6 | Relations with Peers in General: Judgment About Others | | | | | | |

| MIC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *ituations* | P02<br>R02 | Adult | WPS | 2 | 5 | 0 | 1 | 7 | 0 | | PPPPGP |
| eneral: Self Judgment | | | | | | | | | | | |
| | | GR 8 & up | CPP | 5 | 11 | 2 | 0 | 7 | 0 | | PGPPGP |
| *NG EVALUATION TEST* | | 15 yrs. & up | WPS | 3 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *UDY OF GROUP MORALE*<br>*terpersonal Relations* | | est. Adult | PA | 5 | 10 | 1 | 4 | 8 | 0 | | FFPPGP |
| *UDY OF GROUP MORALE* | | est. Adult | PA | 9 | 10 | 3 | 4 | 8 | 0 | | FFPPGP |
| *Participation* | | 17 yrs. & up | IRC | 6 | 11 | 1 | 0 | 8 | 0 | | PGPPGP |
| *ORY*<br>*Sex* | | GR 3-6 | PSS | 6 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| | | 9 yrs.-Adult | SC | 4 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| | 283 | 18 yrs. & up | OBL | | | | | | | | |
| eneral: Description About Others | | | | | | | | | | | |
| *T OF ATTITUDES*<br>*roes* | PG1 | Adult | MGH | | | | | | | | |
| eneral: Speculation About Others | | | | | | | | | | | |
| eneral: Judgment About Others | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *FIRO-B*<br>*Wanted Control* | | GR 8 & up | CPP | 5 |
| *FIRST-GRADE ADJUSTMENT SCALE*<br>*Social Behavior* | | GR 1 | GRM | 7 |
| PG7 Relations with Peers in General: Contrived Behavioral Situation | | | | |
| *RATINGS OF SOCIAL SKILL*<br>*Conversation* | | Adult | MA | 2 |
| PG8 Relations with Peers in General: Actual Behavioral Situation | | | | |
| *INTERACTION PROCESS ANALYSIS* | | Child to Adult | EFB | 12 |
| *SEQUENTIAL ANALYSIS OF VERBAL INTERACTION* | | est. GR 4-Adult | RBS | 9 |
| AS1 Relations with Authorities at School: Self Description | | | | |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Disclosure to Counselor* | | Adolescent | LWW | 3 |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Disclosure to Teachers* | | Adolescent | LWW | 8 |
| AS2 Relations with Authorities at School: Self Speculation | | | | |
| AS3 Relations with Authorities at School: Self Judgment | | | | |
| *DEMOS D (DROP-OUT) SCALE*<br>*T Area (Attitude Toward Teachers)* | | Jr. & Sr. High School | WPS | 7 |
| *TENNESSEE SELF-CONCEPT SCALE, COUNSELING FORM*<br>*Family Self* | | GR 12 & up | CRT | 11 |

IARY TEST EVALUATIONS

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | GR 8 & up | CPP | 5 | 11 | 2 | 0 | 7 | 0 | | PGPPGP |
| *LE* | | GR 1 | GRM | 7 | 13 | 1 | 1 | 5 | 0 | | PGPPFP |
| neral: Contrived Behavioral Situation | | | | | | | | | | | |
| | | Adult | MA | 2 | 8 | 0 | 0 | 1 | 0 | | PFPPPP |
| neral: Actual Behavioral Situation | | | | | | | | | | | |
| *IS* | | Child to Adult | EFB | 12 | 11 | 0 | 2 | 2 | 0 | | GGPPPP |
| *BAL INTERACTION* | | est. GR 4-Adult | RBS | 9 | 11 | 2 | 2 | 3 | 0 | | FGPPPP |
| at School: Self Description | | | | | | | | | | | |
| *FOR ADOLESCENTS*<br>*or* | | Adolescent | LWW | 3 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| *FOR ADOLESCENTS*<br>*s* | | Adolescent | LWW | 8 | 8 | 2 | 3 | 7 | 0 | | FFPPGP |
| at School: Self Speculation | | | | | | | | | | | |
| at School: Self Judgment | | | | | | | | | | | |
| *rd Teachers)* | | Jr. & Sr. High School | WPS | 7 | 11 | 0 | 6 | 7 | 0 | | PGPFGP |
| *LE, COUNSELING FORM* | | GR 12 & up | CRT | 11 | 12 | 3 | 1 | 7 | 0 | | FGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching |
|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 |
| AS4 Relations with Authorities at School: Description About Others | | | | | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Academic Freedom Survey* | | est. 16 yrs.<br>Adult | MGH | 6 | 9 | 0 | 1 |
| AS5 Relations with Authorities at School: Speculation About Others | | | | | | | |
| AS6 Relations with Authorities at School: Judgment About Others | | | | | | | |
| *CLASS ACTIVITIES QUESTIONNAIRE*<br>*Classroom Climate* | | GR 6-12 | JMS | 9 | 11 | 3 | 3 |
| *CLASS ACTIVITIES QUESTIONNAIRE*<br>*Classroom Focus* | | GR 6-12 | JMS | 9 | 11 | 1 | 3 |
| *CLASS ACTIVITIES QUESTIONNAIRE*<br>*Higher Thought Processes* | | GR 6-12 | JMS | 9 | 11 | 4 | 3 |
| *CLASS ACTIVITIES QUESTIONNAIRE*<br>*Lower Thought Processes* | | GR 6-12 | JMS | 5 | 11 | 1 | 3 |
| *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Proximity of Pupils' Objectives to Teacher's Objectives* | | GR 7-<br>College | GS | 2 | 11 | 0 | 2 |
| *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Pupils' Productive Behavior* | | GR 7-<br>College | GS | 2 | 11 | 0 | 2 |
| *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Teacher's Procedures for Evaluating Learning* | | GR 7-<br>College | GS | 2 | 11 | 0 | 2 |
| AS7 Relations with Authorities at School: Contrived Behavioral Situation | | | | | | | |
| AS8 Relations with Authorities at School: Actual Behavioral Situation | | | | | | | |
| *BELLACK SYSTEM* | RS8 | Child to<br>Adult | AAB | | | | |

| EGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| : Description About Others | | | | | | | | | | | |
| *DES* | | est. 16 yrs.<br>Adult | MGH | 6 | 9 | 0 | 1 | 7 | 0 | | PFPPGP |
| : Speculation About Others | | | | | | | | | | | |
| : Judgment About Others | | | | | | | | | | | |
| | | GR 6-12 | JMS | 9 | 11 | 3 | 3 | 6 | 0 | | FGPPFP |
| | | GR 6-12 | JMS | 9 | 11 | 1 | 3 | 6 | 0 | | FGPPFP |
| | | GR 6-12 | JMS | 9 | 11 | 4 | 3 | 6 | 0 | | FGPPFP |
| | | GR 6-12 | JMS | 5 | 11 | 1 | 3 | 6 | 0 | | FGPPFP |
| *to Teacher's Objectives* | | GR 7-College | GS | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| | | GR 7-College | GS | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *ing Learning* | | GR 7-College | GS | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| Contrived Behavioral | | | | | | | | | | | |
| Actual Behavioral | | | | | | | | | | | |
| | RS8 | Child to Adult | AAB | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *CEMREL OBSERVATION SYSTEM* | | est. 7-11 yrs. | CMREL | 3 | 9 |
| *FLANDERS EXPANDED SYSTEM* | RS8 | Child to Adult | NAF | | |
| *FLORIDA CLIMATE AND CONTROL SYSTEM* | RS8 | GR K-1 | IDHR | | |
| *FULLER AFFECTIVE INTERACTION RECORDS*<br>*Fair 13* | RS8 | Child to Adult | FFF | | |
| *FULLER AFFECTIVE INTERACTION RECORDS*<br>*Fair 33* | RS8 | Child to Adult | FFF | | |
| *MCREL INTERACTION ANALYSIS SYSTEM* | RS8 | Adult | MCREL | | |
| AH1 Relations with Authorities at Home: Self Description | | | | | |
| *ADJUSTMENT INVENTORY, STUDENT FORM*<br>*Home* | | GR 9-16 | CPP | 10 | 13 |
| *A DATING PROBLEMS CHECKLIST*<br>*Home, Parents, Family* | | est. 14-20 yrs. | FLP | 5 | 11 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Ethical-Home* | | GR 3-6 | BMC | 2 | 6 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Attitudes Toward Mother* | | 12 yrs.-Adult | PA | 6 | 10 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Father* | | 12 yrs.-Adult | PA | 6 | 10 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Father - Mother Attitude Quotient* | | 12 yrs.-Adult | PA | 8 | 10 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Oedipal* | | 12 yrs.-Adult | PA | 2 | 9 |

Y TEST EVALUATIONS

| ATEGORY E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | | est. 7-11 yrs. | CMREL | 3 | 9 | 0 | 1 | 5 | 0 | | PFPPFP |
| | RS8 | Child to Adult | NAF | | | | | | | | |
| *TEM* | RS8 | GR K-1 | IDHR | | | | | | | | |
| *CORDS* | RS8 | Child to Adult | FFF | | | | | | | | |
| *CORDS* | RS8 | Child to Adult | FFF | | | | | | | | |
| *EM* | RS8 | Adult | MCREL | | | | | | | | |
| ome: Self Description | | | | | | | | | | | |
| *ORM* | | GR 9-16 | CPP | 10 | 13 | 3 | 6 | 8 | 0 | | FGPFGP |
| | | est. 14-20 yrs. | FLP | 5 | 11 | 0 | 0 | 8 | 0 | | PGPPGP |
| *AMMA FORM* | | GR 3-6 | BMC | 2 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| | | 12 yrs.-Adult | PA | 6 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| | | 12 yrs.-Adult | PA | 6 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| *uotient* | | 12 yrs.-Adult | PA | 8 | 10 | 3 | 2 | 8 | 0 | | FFPPGP |
| | | 12 yrs.-Adult | PA | 2 | 9 | 3 | 2 | 8 | 0 | | PFPPGP |

INTERPERSONAL SUM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Parent-Child Friction-Harmony* | | 12 yrs.-Adult | PA | 4 | 10 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Rejection* | | 12 yrs.-Adult | PA | 2 | 10 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Struggle for Independence* | | 12 yrs.-Adult | PA | 2 | 10 |
| *THE FIVE FACES* | 3B1 | GR 1-6 | RHS | | |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$ABF^{Fa}$ *(Affection Behavior/Feelings-Father)* | | Adults | CPP | 4 | 11 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$AFB^{Mo}$ *(Affection Behavior/Feelings-Mother)* | | Adults | CPP | 4 | 11 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$IB^{Fa}$ *(Inclusion Behavior-Father)* | | Adults | CPP | 4 | 11 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$IB^{Mo}$ *(Inclusion Behavior-Mother)* | | Adults | CPP | 4 | 11 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$IF^{Fa}$ *(Inclusion Feelings-Father)* | | Adults | CPP | 4 | 11 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>$IF^{Mo}$ *(Inclusion Feelings-Mother)* | | Adults | CPP | 4 | 11 |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Disclosure to Mothers* | | Adolescents | LWW | 10 | 8 |
| *SELF-DISCLOSURE INVENTORY FOR ADOLESCENTS*<br>*Disclosure to Fathers* | | Adolescents | LWW | 8 | 8 |
| *WHAT PEOPLE THINK* | PG1 | GR 3-12 | ETS | 6 | 9 |
| AH2 Relations with Authorities at Home: Self Speculation | | | | | |

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *Y*<br>*-Harmony* | | 12 yrs.-Adult | PA | 4 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| *Y* | | 12 yrs.-Adult | PA | 2 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| *Y*<br>*ence* | | 12 yrs.-Adult | PA | 2 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| | 3B1 | GR 1-6 | RHS | | | | | | | | |
| *HISTORY ENQUIRY): A FIRO SCALE*<br>*vior/Feelings-Father)* | | Adults | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *HISTORY ENQUIRY): A FIRO SCALE*<br>*avior/Feelings-Mother)* | | Adults | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *HISTORY ENQUIRY): A FIRO SCALE*<br>*or-Father)* | | Adults | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *HISTORY ENQUIRY): A FIRO SCALE*<br>*ior-Mother)* | | Adults | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *HISTORY ENQUIRY): A FIRO SCALE*<br>*gs-Father)* | | Adults | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *HISTORY ENQUIRY): A FIRO SCALE*<br>*gs-Mother)* | | Adults | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *OR ADOLESCENTS* | | Adolescents | LWW | 10 | 8 | 3 | 3 | 7 | 0 | | FFPPGP |
| *OR ADOLESCENTS* | | Adolescents | LWW | 8 | 8 | 3 | 3 | 7 | 0 | | FFPPGP |
| | PG1 | GR 3-12 | ETS | 6 | 9 | 1 | 1 | 3 | 0 | | PFPPPP |
| at Home: Self Speculation | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *MAT (MOTIVATION ANALYSIS TEST)*<br>*Ho (Home-Parental)* | | College & Adult | IPAT | 5 |
| AH3 Relations with Authorities at Home: Self Judgment | | | | |
| *PARENT-ADOLESCENT COMMUNICATION INVENTORY*<br>*Form A (Adolescents)* | | GR 9-12 | FLP | 7 |
| *PERSONAL HISTORY INDEX*<br>*Parental Family Adjustment* | | 17 yrs. & up | IRC | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitudes Toward Parents, Form F* | | est. 16 yrs Adult | MGH | 8 |
| *SELF-ESTEEM INVENTORY*<br>*Home-Parents* | | 9 yrs.-Adult | SC | 4 |
| *SELF-REPORT INVENTORY, FORM R-3*<br>*Parents Scale* | | 18 yrs. & up | OBL | 8 |
| AH4 Relations with Authorities at Home: Description About Others | | | | |
| AH5 Relations with Authorities at Home: Speculation About Others | | | | |
| AH6 Relations with Authorities at Home: Judgment About Others | | | | |
| *CHILD BEHAVIOR RATING SCALE*<br>*Home Adjustment* | | 5-9 yrs. | WPS | 5 |
| AH7 Relations with Authorities at Home: Contrived Behavioral Situation | | | | |
| AH8 Relations with Authorities at Home: Actual Behavioral Situation | | | | |
| AO1 Relations with Authorities in Other Situations: Self Description | | | | |

ARY TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ST)* | | College & Adult | IPAT | 5 | 8 | 3 | 3 | 7 | 0 | | PFPPGP |
| at Home: Self Judgment | | | | | | | | | | | |
| *TION INVENTORY* | | GR 9-12 | FLP | 7 | 13 | 4 | 5 | 7 | 0 | | PGPFGP |
| *ment* | | 17 yrs. & up | IRC | 6 | 11 | 1 | 0 | 8 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*ts, Form F* | | est. 16 yrs Adult | MGH | 8 | 11 | 0 | 2 | 7 | 0 | | FGPPGP |
| | | 9 yrs.-Adult | SC | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| *R-3* | | 18 yrs. & up | OBL | 8 | 9 | 2 | 0 | 6 | 0 | | FFPPFP |
| at Home: Description About Others | | | | | | | | | | | |
| at Home: Speculation About Others | | | | | | | | | | | |
| at Home: Judgment About Others | | | | | | | | | | | |
| *E* | | 5-9 yrs. | WPS | 5 | 12 | 2 | 6 | 4 | 0 | | PGPFFP |
| at Home: Contrived Behavioral tion | | | | | | | | | | | |
| at Home: Actual Behavioral tion | | | | | | | | | | | |
| in Other Situations: Self iption | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *THE FIVE FACES* | 3B1 | GR 1-6 | RHS | | |
| A02 Relations with Authorities in Other Situations: Self Speculation | | | | | |
| *SRA SUPERVISORY INDEX*<br>*M (Management)* | | College & Adult | SRA | 6 | 13 |
| A03 Relations with Authorities in Other Situations: Self Judgment | | | | | |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Supervisor* | | Adult | MGH | 9 | 12 |
| *SELF-ANALYSIS CARD SORT*<br>*Man to Boss* | | Adult | MRA | 4 | 10 |
| A04 Relations with Authorities in Other Situations: Description About Others | | | | | |
| A05 Relations with Authorities in Other Situations: Speculation About Others | | | | | |
| A06 Relations with Authorities in Other Situations: Judgment About Others | | | | | |
| *A COURTSHIP ANALYSIS*<br>*Background* | | est. Adult | FLP | 3 | 9 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Superior Orientation* | | Adult | OSU | 4 | 12 |
| A07 Relations with Authorities in Other Situations: Contrived Behavioral Situation | | | | | |
| A08 Relations with Authorities in Other Situations: Actual Behavioral Situation | | | | | |
| *CLASSROOM OBSERVATION FORM* | | 3-6 yrs. | ETS | 4 | 7 |

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| | 3B1 | GR 1-6 | RHS | | | | | | | | |
| Other Situations: Self<br>n | | | | | | | | | | | |
| | | College & Adult | SRA | 6 | 13 | 5 | 7 | 7 | 0 | | PGFFGP |
| Other Situations: Self Judgment | | | | | | | | | | | |
| *ATTITUDES*<br>*visor* | | Adult | MGH | 9 | 12 | 0 | 2 | 7 | 0 | | FGPPGP |
| | | Adult | MRA | 4 | 10 | 0 | 3 | 6 | 0 | | PGPPFP |
| Other Situations: Description<br>hers | | | | | | | | | | | |
| Other Situations: Speculation<br>hers | | | | | | | | | | | |
| Other Situations: Judgment<br>hers | | | | | | | | | | | |
| | | est. Adult | FLP | 3 | 9 | 0 | 0 | 8 | 0 | | PFPPGP |
| *ESTIONNAIRE* | | Adult | OSU | 4 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| Other Situations: Contrived<br>ation | | | | | | | | | | | |
| Other Situations: Actual<br>ation | | | | | | | | | | | |
| | | 3-6 yrs. | ETS | 4 | 7 | 0 | 0 | 4 | 0 | | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0- |
| AG1 Relations with Authorities in General: Self Description | | | | | |
| *THE FIVE FACES* | 3B1 | GR 1-6 | RHS | | |
| *GROUP COHESIVENESS: A STUDY OF GROUP MORALE*<br>*Satisfaction with Leadership* | | est. Adult | PA | 2 | 10 |
| *SELF-REPORT INVENTORY*<br>*Authority Scale* | | 18 yrs. & up | OBL | 10 | 11 |
| AG2 Relations with Authorities in General: Self Speculation | | | | | |
| AG3 Relations with Authorities in General: Self Judgment | | | | | |
| AG4 Relations with Authorities in General: Description About Others | | | | | |
| AG5 Relations with Authorities in General: Speculation About Others | | | | | |
| AG6 Relations with Authorities in General: Judgment About Others | | | | | |
| AG7 Relations with Authorities in General: Contrived Behavioral Situation | | | | | |
| AG8 Relations with Authorities in General: Actual Behavioral Situation | | | | | |
| RS1 Relations with Subordinates at School: Self Description | | | | | |
| *CAREL INSTRUMENTS, FORM P-A*<br>*Principal's Staff Encounters* | | Principals | CAREL | 6 | 1 |
| *FIEDLER'S MODIFIED Q-SORT* | | Adult | DNA | 10 | 1 |

ARY TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| n General: Self Description | | | | | | | | | | | |
| | 3B1 | GR 1-6 | RHS | | | | | | | | |
| *OF GROUP MORALE*<br>*rship* | | est. Adult | PA | 2 | 10 | 1 | 4 | 8 | 0 | | PFPPGP |
| | | 18 yrs.<br>& up | OBL | 10 | 11 | 2 | 2 | 6 | 0 | | FGPPFP |
| n General: Self Speculation | | | | | | | | | | | |
| n General: Self Judgment | | | | | | | | | | | |
| n General: Description About Others | | | | | | | | | | | |
| in General: Speculation About Others | | | | | | | | | | | |
| in General: Judgment About Others | | | | | | | | | | | |
| in General: Contrived Behavioral<br>tion | | | | | | | | | | | |
| in General: Actual Behavioral<br>tion | | | | | | | | | | | |
| at School: Self Description | | | | | | | | | | | |
| *unters* | | Principals | CAREL | 6 | 13 | 0 | 1 | 6 | 0 | | PGPPFP |
| | | Adult | DNA | 10 | 10 | 1 | 0 | 3 | 0 | | FFPPPP |

INTERPERSONAL SUMM

| HLP TAXONOMIC CATEGORY | TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|---|
| | | | | | 0-15 | 0-13 |
| | *MINNESOTA TEACHER ATTITUDE INVENTORY* | | Teachers | PC | 9 | 13 |
| RS2 | Relations with Subordinates at School: Self Speculation | | | | | |
| | *APTITUDE TESTS FOR OCCUPATIONS, FORM A*<br>*Personal Social Attitude* | R02 | 16 yrs. +<br>GR 9+ | CTB | 7 | 10 |
| | *USC MANAGEMENT LABORATORY EXERCISES*<br>*Grades* | P07 | 18 yrs.<br>& up | ML | | |
| RS3 | Relations with Subordinates at School: Self Judgment | | | | | |
| RS4 | Relations with Subordinates at School: Description About Others | | | | | |
| | *ORGANIZATIONAL CLIMATE IN THE CLASSROOM* | | est. GR<br>4-6 | HHW | 6 | 10 |
| RS5 | Relations with Subordinates at School: Speculation About Others | | | | | |
| RS6 | Relations with Subordinates at School: Judgment About Others | | | | | |
| | *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Teacher's Inclusive Behavior* | | GR 7-<br>College | GS | 4 | 11 |
| | *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Teacher's Organization of Tasks* | | GR 7-<br>College | GS | 2 | 11 |
| | *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Teacher's Response to Pupils' Communicative Behavior* | | GR 7-<br>College | GS | 2 | 11 |
| RS7 | Relations with Subordinates at School: Contrived Behavioral Situation | | | | | |
| RS8 | Relations with Subordinates at School: Actual Behavioral Situation | | | | | |

| IC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *INVENTORY* | | Teachers | PC | 9 | 13 | 6 | 6 | 7 | 0 | | FGFFGP |
| s at School: Self Speculation | | | | | | | | | | | |
| *IONS, FORM A*<br>*ude* | R02 | 16 yrs. +<br>GR 9+ | CTB | 7 | 10 | 4 | 3 | 6 | 0 | | PFPPFP |
| *XERCISES* | P07 | 18 yrs.<br>& up | ML | | | | | | | | |
| s at School: Self Judgment | | | | | | | | | | | |
| s at School: Description About Others | | | | | | | | | | | |
| *HE CLASSROOM* | | est. GR<br>4-6 | HHW | 6 | 10 | 0 | 2 | 6 | 0 | | PFPPFP |
| s at School: Speculation About Others | | | | | | | | | | | |
| s at School: Judgment About Others | | | | | | | | | | | |
| *UPERVISION*<br>*havior* | | GR 7-<br>College | GS | 4 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *UPERVISION*<br>*of Tasks* | | GR 7-<br>College | GS | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *UPERVISION*<br>*Pupils' Communicative Behavior* | | GR 7-<br>College | GS | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| s at School: Contrived Behavioral<br>tuation | | | | | | | | | | | |
| at School: Actual Behavioral<br>uation | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| BEHAVIORAL ANALYSIS INSTRUMENT FOR TEACHERS<br>Teaching, General Techniques | | est. GR 1-6<br>Teachers | ECC | 2 |
| BEHAVIORAL ANALYSIS INSTRUMENT FOR TEACHERS<br>Teaching-Student Affective | | est. GR 1-6<br>Teachers | ECC | 2 |
| BELLACK SYSTEM | AS8 | Child-Adult | AAB | 6 |
| CASES AND STARS: STARS | | Adult | RLS | 8 |
| FLANDERS EXPANDED SYSTEM | AS8 | Child-Adult | NAF | 10 |
| FLANDERS SYSTEM OF INTERACTION ANALYSIS | | Child-Adult | NAF | 10 |
| FLORIDA CLIMATE AND CONTROL SYSTEM | AS8 | GR K-1 | IDHR | 12 |
| FULLER AFFECTIVE INTERACTION RECORDS<br>Classroom Behavior Form | | Adult | FFF | 4 |
| FULLER AFFECTIVE INTERACTION RECORDS<br>Fair 13 | AS8 | Child-Adult | FFF | 6 |
| FULLER AFFECTIVE INTERACTION RECORDS<br>Fair 33 | AS8 | Child-Adult | FFF | 6 |
| INDIVIDUAL COGNITIVE DEMAND SCHEDULE | | Teachers | WWH | 6 |
| LEVEL OF ASPIRATION TEST<br>Observer's Rating Form | | Teachers | RE | 4 |
| MCREL INTERACTION ANALYSIS SYSTEM | AS8 | Adult | MCREL | 6 |
| ORAL COMMUNICATIONS OF TEACHERS | | est. GR 4-12 | SRA | 4 |

MARY TEST EVALUATIONS

| MIC CATEGORY NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| RUMENT FOR TEACHERS<br>*echniques* | | est. GR 1-6<br>Teachers | ECC | 2 | 6 | 0 | 1 | 2 | 0 | | PFPPPP |
| RUMENT FOR TEACHERS<br>*fective* | | est. GR 1-6<br>Teachers | ECC | 2 | 6 | 0 | 1 | 2 | 0 | | PFPPPP |
| | AS8 | Child-<br>Adult | AAB | 6 | 8 | 0 | 4 | 2 | 0 | | PFPPPP |
| | | Adult | RLS | 8 | 10 | 0 | 3 | 2 | 0 | | FFPPPP |
| *M* | AS8 | Child-<br>Adult | NAF | 10 | 10 | 0 | 0 | 1 | 0 | | FFPPPP |
| *ACTION ANALYSIS* | | Child-<br>Adult | NAF | 10 | 10 | 0 | 0 | 1 | 0 | | FFPPPP |
| *ROL SYSTEM* | AS8 | GR K-1 | IDHR | 12 | 8 | 2 | 1 | 3 | 0 | | GFPPPP |
| *CTION RECORDS*<br>*Form* | | Adult | FFF | 4 | 9 | 0 | 0 | 1 | 0 | | PFPPPP |
| *CTION RECORDS* | AS8 | Child-<br>Adult | FFF | 6 | 10 | 0 | 0 | 3 | 0 | | PFPPPP |
| *CTION RECORDS* | AS8 | Child-<br>Adult | FFF | 6 | 10 | 0 | 0 | 2 | 0 | | PFPPPP |
| *MAND SCHEDULE* | | Teachers | WWH | 6 | 11 | 0 | 0 | 1 | 0 | | PGPPPP |
| *T*<br>*Form* | | Teachers | RE | 4 | 12 | 0 | 0 | 1 | 0 | | PGPPPP |
| *SIS SYSTEM* | AS8 | Adult | MCREL | 6 | 11 | 0 | 0 | 2 | 0 | | PGPPPP |
| *TEACHERS* | | est. GR<br>4-12 | SRA | 4 | 10 | 0 | 1 | 2 | 0 | | PFPPPP |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 |
| *SOUTHWESTERN COOPERATIVE EDUCATIONAL LABORATORY INTERACTION OBSERVATION SCHEDULE (SCIOS)*<br>*Sections IV & V* | | est. GR 1-4 Teachers | SWCEL | 7 | 13 | 3 |
| *SYSTEM FOR THE ANALYSIS OF CLASSROOM COMMUNICATION* | | GR K-16 | CSE | 0 | 2 | 0 |
| *SYSTEM FOR ANALYZING SUPERVISORY CONFERENCES* | | Adult | DBY | 4 | 7 | 0 |
| *TEACHER VERBAL-NON-VERBAL BEHAVIOR CODING INSTRUMENT* | | Teachers | EIP | 6 | 13 | 0 |
| RH1 Relations with Subordinates at Home: Self Description | | | | | | |
| *LEVEL OF ASPIRATION TEST*<br>*Winterbottom's Questionnaire* | | Parents | RE | 6 | 11 | 0 |
| RH2 Relations with Subordinates at Home: Self Speculation | | | | | | |
| RH3 Relations with Subordinates at Home: Self Judgment | | | | | | |
| *THE MOTHER-CHILD RELATIONSHIP EVALUATION*<br>*Acceptance* | | Adult | WPS | 2 | 9 | 0 |
| *THE MOTHER-CHILD RELATIONSHIP EVALUATION*<br>*Overindulgence* | | Adult | WPS | 4 | 9 | 0 |
| *THE MOTHER-CHILD RELATIONSHIP EVALUATION*<br>*Overprotection* | | Adult | WPS | 2 | 11 | 0 |
| *THE MOTHER-CHILD RELATIONSHIP EVALUATION*<br>*Rejection* | | Adult | WPS | 0 | 10 | 0 |
| *PARENT-ADOLESCENT COMMUNICATION INVENTORY*<br>*Form P (Parents)* | | Adult | FLP | 6 | 13 | 2 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Parent's Judgment Regarding A Particular Child* | | Adult | MGH | 6 | 7 | 0 |

| EGORY | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *AL LABORATORY INTERACTION* | | est. GR 1-4 Teachers | SWCEL | 7 | 13 | 3 | 1 | 5 | 0 | | PGPPFP |
| *OM COMMUNICATION* | | GR K-16 | CSE | 0 | 2 | 0 | 0 | 0 | 0 | | PPPPPP |
| *ONFERENCES* | | Adult | DBY | 4 | 7 | 0 | 1 | 1 | 0 | | PPPPPP |
| *CODING INSTRUMENT* | | Teachers | EIP | 6 | 13 | 0 | 4 | 3 | 0 | | PGPPPP |
| e: Self Description | | | | | | | | | | | |
| | | Parents | RE | 6 | 11 | 0 | 0 | 3 | 0 | | PGPPPP |
| e: Self Speculation | | | | | | | | | | | |
| : Self Judgment | | | | | | | | | | | |
| *ATION* | | Adult | WPS | 2 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *ATION* | | Adult | WPS | 4 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| *ATION* | | Adult | WPS | 2 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |
| *ATION* | | Adult | WPS | 0 | 10 | 0 | 2 | 7 | 0 | | PFPPGP |
| *ENTORY* | | Adult | FLP | 6 | 13 | 2 | 2 | 7 | 0 | | PGPPGP |
| *UDES*<br>*Particular Child* | | Adult | MGH | 6 | 7 | 0 | 2 | 6 | 0 | * | PFPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| | | | | | |
| RH4 Relations with Subordinates at Home: Description About Others | | | | | |
| RH5 Relations with Subordinates at Home: Speculation About Others | | | | | |
| RH6 Relations with Subordinates at Home: Judgment About Others | | | | | |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>*$ICA^{Fa}$ (Perceived Parental Approval-Father)* | | Adult | CPP | 4 | 1 |
| *LIPHE (LIFE INTERPERSONAL HISTORY ENQUIRY): A FIRO SCALE*<br>*$ICA^{Mo}$ (Perceived Parental Approval-Mother)* | | Adult | CPP | 4 | 1 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward Discipline Exercised by Parents* | | est. 16 yrs<br>Adult | MGH | 0 | |
| RH7 Relations with Subordinates at Home: Contrived Behavioral Situation | | | | | |
| RH8 Relations with Subordinates at Home: Actual Behavioral Situation | | | | | |
| RO1 Relations with Subordinates in Other Situations: Self Description | | | | | |
| *LEADERSHIP OPINION QUESTIONNAIRE*<br>*Consideration* | | Adult | SRA | 12 | 1 |
| *LEADERSHIP OPINION QUESTIONNAIRE*<br>*Structure* | | Adult | SRA | 12 | |
| RO2 Relations with Subordinates in Other Situations: Self Speculation | | | | | |
| *APTITUDE TESTS FOR OCCUPATIONS, FORM A*<br>*Personal-Social Attitude* | RS2 | 16 yrs. +<br>GR 9 + | CTB | | |
| *HOW SUPERVISE?*<br>*Form A (Lower-Level Supervision)* | | Adult | PC | 12 | |

## IARY TEST EVALUATIONS

| C CATEGORY<br>AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| s at Home: Description About Others | | | | | | | | | | | |
| s at Home: Speculation About Others | | | | | | | | | | | |
| s at Home: Judgment About Others | | | | | | | | | | | |
| *ISTORY ENQUIRY): A FIRO SCALE*<br>*ntal Approval-Father)* | | Adult | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *ISTORY ENQUIRY): A FIRO SCALE*<br>*ntal Approval-Mother)* | | Adult | CPP | 4 | 11 | 0 | 0 | 7 | 0 | | PGPPGP |
| *OF ATTITUDES*<br>*line Exercised by Parents* | | est. 16 yrs<br>Adult | MGH | 0 | 6 | 0 | 0 | 6 | 0 | | PFPPFP |
| s at Home: Contrived Behavioral uation | | | | | | | | | | | |
| s at Home: Actual Behavioral tion | | | | | | | | | | | |
| s in Other Situations: Self iption | | | | | | | | | | | |
| *NNAIRE* | | Adult | SRA | 12 | 13 | 5 | 8 | 8 | 0 | | GGFGGP |
| *NNAIRE* | | Adult | SRA | 12 | 13 | 5 | 8 | 8 | 0 | | GGFGGP |
| s in Other Situations: Self lation | | | | | | | | | | | |
| *TIONS, FORM A*<br>*tude* | RS2 | 16 yrs. +<br>GR 9 + | CTB | | | | | | | | |
| *upervision)* | | Adult | PC | 12 | 12 | 4 | 4 | 7 | 4 | | GGPPGG |

INTERPERSONAL SUM

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| *HOW SUPERVISE?*<br>*Form M (Higher-Level Supervision)* | | Adult | PC | 11 | 12 |
| *LEADERSHIP EVALUATION AND DEVELOPMENT SCALE* | | Adult | PS | 7 | 13 |
| *THE LEADERSHIP Q-SORT TEST*<br>*Consideration for Others* | | est. 16 yrs<br>Adult | PA | 7 | 8 |
| *THE LEADERSHIP Q-SORT TEST*<br>*Technical Information* | | est. 16 yrs<br>Adult | PA | 3 | 8 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*The Superior-Subordinate Scale* | | Adult | MGH | 6 | 12 |
| *SOCIAL INTELLIGENCE TEST*<br>*Judgment in Social Situations* | PG2 | Adult | WPS | | |
| *SRA SUPERVISORY INDEX*<br>*E (Employees)* | | College &<br>Adult | SRA | 8 | 13 |
| *SRA SUPERVISORY INDEX*<br>*H (Human Relations Practices)* | | College &<br>Adult | SRA | 8 | 13 |
| *SRA SUPERVISORY INDEX*<br>*S (Supervision)* | | College &<br>Adult | SRA | 9 | 13 |
| *SRA SUPERVISORY INDEX*<br>*Total* | | College &<br>Adult | SRA | 11 | 13 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Case of the Accused Widow* | | 18 yrs.<br>& up | ML | 6 | 10 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*The Case of the Misunderstood Salary* | | 18 yrs.<br>& up | ML | 6 | 10 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Work Values Exercises* | P07 | 18 yrs.<br>& up | ML | | |
| R03 Relations with Subordinates in Other Situations: Self Judgment | | | | | |

| | ATEGORY<br>E | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 0 | | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| 3 | ision) | | Adult | PC | 11 | 12 | 3 | 3 | 7 | 0 | | FGPPGP |
| 4 | PMENT SCALE | | Adult | PS | 7 | 13 | 4 | 3 | 7 | 0 | | PGPPGP |
| 0 | | | est. 16 yrs Adult | PA | 7 | 8 | 0 | 2 | 4 | 0 | | PFPPFP |
| 0 | | | est. 16 yrs Adult | PA | 3 | 8 | 0 | 2 | 4 | 0 | | PFPPFP |
| 0 | TITUDES<br>ale | | Adult | MGH | 6 | 12 | 0 | 2 | 7 | 0 | | PGPPGP |
| | s | PG2 | Adult | WPS | | | | | | | | |
| 5 | | | College & Adult | SRA | 8 | 13 | 5 | 7 | 7 | 0 | | FGFFGP |
| 5 | s) | | College & Adult | SRA | 8 | 13 | 5 | 7 | 7 | 0 | | FGFFGP |
| 5 | | | College & Adult | SRA | 9 | 13 | 5 | 7 | 7 | 0 | | FGFFGP |
| 5 | | | College & Adult | SRA | 11 | 13 | 5 | 7 | 7 | 0 | | FGFFGP |
| 0 | ES | | 18 yrs. & up | ML | 6 | 10 | 0 | 0 | 4 | 0 | | PFPPFP |
| 0 | ES<br>d Salary | | 18 yrs. & up | ML | 6 | 10 | 0 | 0 | 4 | 0 | | PFPPFP |
| | ES | P07 | 18 yrs. & up | ML | | | | | | | | |
| | her Situations: Self Judgment | | | | | | | | | | | |

| HLP TAXONOMIC CATEGORY TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| R04 Relations with Subordinates in Other Situations: Description About Others | | | | |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Predictive Accuracy* | | Adult | OSU | 4 |
| *SUPERVISORY BEHAVIOR DESCRIPTION*<br>*Consideration* | | Adult | AIR | 5 |
| R05 Relations with Subordinates in Other Situations: Speculation About Others | | | | |
| R06 Relations with Subordinates in Other Situations: Judgment About Others | | | | |
| *CONFERENCE MEETING RATING SCALE*<br>*Process Outcomes - Conference Group* | | Adult | PA | 4 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Consideration* | | Adult | OSU | 6 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Integration* | | Adult | OSU | 2 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Production Emphasis* | | Adult | OSU | 6 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Representation* | | Adult | OSU | 0 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Role Assumption* | | Adult | OSU | 6 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Structure* | | Adult | OSU | 6 |
| *LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE*<br>*Tolerance of Freedom* | | Adult | OSU | 6 |
| *SCALES FOR THE MEASUREMENT OF ATTITUDES*<br>*Attitude Toward the Supervisor Scale* | | Adult | MGH | 6 |

## UMMARY TEST EVALUATIONS

| Appropriateness | OMIC CATEGORY<br>ST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| | inates in Other Situations: Description About Others | | | | | | | | | | | |
| | *IPTION QUESTIONNAIRE*<br>*ncy* | | Adult | OSU | 4 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 3 | *DESCRIPTION* | | Adult | AIR | 5 | 8 | 1 | 0 | 7 | 0 | | PFPPGP |
| | inates in Other Situations: Speculation About Others | | | | | | | | | | | |
| | inates in Other Situations: Judgment About Others | | | | | | | | | | | |
| 7 | *TING SCALE*<br>*- Conference Group* | | Adult | PA | 4 | 7 | 0 | 4 | 5 | 0 | | PFPPFP |
| 2 | *IPTION QUESTIONNAIRE* | | Adult | OSU | 6 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 2 | *IPTION QUESTIONNAIRE* | | Adult | OSU | 2 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 2 | *IPTION QUESTIONNAIRE*<br>*sis* | | Adult | OSU | 6 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 2 | *IPTION QUESTIONNAIRE* | | Adult | OSU | 0 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 2 | *IPTION QUESTIONNAIRE* | | Adult | OSU | 6 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 2 | *IPTION QUESTIONNAIRE* | | Adult | OSU | 6 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 2 | *IPTION QUESTIONNAIRE*<br>*edom* | | Adult | OSU | 6 | 12 | 1 | 1 | 8 | 0 | | PGPPGP |
| 1 | *EMENT OF ATTITUDES*<br>*the Supervisor Scale* | | Adult | MGH | 6 | 11 | 0 | 2 | 7 | 0 | | PGPPGP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| R07 Relations with Subordinates in Other Situations: Contrived Behavioral Situation | | | | | |
| R08 Relations with Subordinates in Other Situations: Actual Behavioral Situation | | | | | |
| RG1 Relations with Subordinates in General: Self Description | | | | | |
| RG2 Relations with Subordinates in General: Self Speculation | | | | | |
| *THE INTERPERSONAL ORIENTATION SCALE*<br>*General Orientation* | | est. Adult | JDA | 7 | 9 |
| RG3 Relations with Subordinates in General: Self Judgment | | | | | |
| *SELF-REPORT INVENTORY, FORM R-3*<br>*Children Scale* | | 18 yrs. & up | OBL | 10 | 11 |
| RG4 Relations with Subordinates in General: Description About Others | | | | | |
| RG5 Relations with Subordinates in General: Speculation About Others | | | | | |
| RG6 Relations with Subordinates in General: Judgment About Others | | | | | |
| RG7 Relations with Subordinates in General: Contrived Behavioral Situation | | | | | |
| RG8 Relations with Subordinates in General: Actual Behavioral Situation | | | | | |
| GS1 Relations with People in General at School: Self Description | | | | | |
| *CAREL INSTRUMENTS, FORM S-B*<br>*My Classmates and I, Section II* | | GR 3-6 | CAREL | 4 | 13 |

| CATEGORY ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| n Other Situations: Contrived uation | | | | | | | | | | | |
| n Other Situations: Actual uation | | | | | | | | | | | |
| n General: Self Description | | | | | | | | | | | |
| n General: Self Speculation | | | | | | | | | | | |
| *SCALE* | | est. Adult | JDA | 7 | 9 | 0 | 2 | 7 | 0 | | PFPPGP |
| General: Self Judgment | | | | | | | | | | | |
| *-3* | | 18 yrs. & up | OBL | 10 | 11 | 2 | 0 | 6 | 0 | | FGPPFP |
| General: Description About | | | | | | | | | | | |
| General: Speculation About | | | | | | | | | | | |
| General: Judgment About Others | | | | | | | | | | | |
| General: Contrived Behavioral tion | | | | | | | | | | | |
| General: Actual Behavioral tion | | | | | | | | | | | |
| al at School: Self Description | | | | | | | | | | | |
| *ion II* | | GR 3-6 | CAREL | 4 | 13 | 0 | 2 | 6 | 0 | | PGPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *CAREL INSTRUMENTS, FORM T-A*<br>*Teacher's Staff Encounters* | | Teachers | CAREL | 6 |
| *SOCIOMETRIC QUESTIONNAIRE (FOR TEACHERS)*<br>*Appendix A, Pt. I - Organizational Climate Description Questionnaire* | | Teachers | TJP | 9 |
| GS2 Relations with People in General at School: Self Speculation | | | | |
| GS3 Relations with People in General at School: Self Judgment | | | | |
| GS4 Relations with People in General at School: Description About Others | | | | |
| *CALIFORNIA PRESCHOOL SOCIAL COMPETENCY SCALE* | | 2 1/2 - 5 1/2 yrs. | CPP | 7 |
| GS5 Relations with People in General at School: Speculation About Others | | | | |
| GS6 Relations with People in General at School: Judgment About Others | | | | |
| *DIAGNOSTIC INSTRUMENT OF SUPERVISION*<br>*Total Test* | | GR 7-College | GS | 6 |
| GS7 Relations with People in General at School: Contrived Behavioral Situation | | | | |
| GS8 Relations with People in General at School: Actual Behavioral Situation | | | | |
| *CAREL INSTRUMENTS, FORM T-A*<br>*Classroom Observation Instrument* | | Adult | CAREL | 8 |
| *CASES AND STARS: CASES* | | 3 yrs. & up | RLS | 9 |
| *CRYLES SYSTEM* | | est. 16 yrs<br>Adult | DCW | 8 |

## MARY TEST EVALUATIONS

| IC CATEGORY<br>NAME | Other Category Assignments | Age or Fducational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  |  | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *-A*<br>*unters* |  | Teachers | CAREL | 6 | 13 | 0 | 2 | 6 | 0 |  | PGPPFP |
| *(FOR TEACHERS)*<br>*rganizational Climate Description* |  | Teachers | TJP | 9 | 13 | 0 | 0 | 7 | 0 |  | FGPPGP |
| General at School: Self Speculation |  |  |  |  |  |  |  |  |  |  |  |
| General at School: Self Judgment |  |  |  |  |  |  |  |  |  |  |  |
| eneral at School: Description<br>t Others |  |  |  |  |  |  |  |  |  |  |  |
| *L COMPETENCY SCALE* |  | 2 1/2 -<br>5 1/2 yrs. | CPP | 7 | 11 | 3 | 4 | 5 | 0 |  | PGPPFP |
| eneral at School: Speculation<br>ut Others |  |  |  |  |  |  |  |  |  |  |  |
| General at School: Judgment<br>ut Others |  |  |  |  |  |  |  |  |  |  |  |
| *UPERVISION* |  | GR 7-<br>College | GS | 6 | 11 | 0 | 2 | 7 | 0 |  | PGPPGP |
| General at School: Contrived<br>Situation |  |  |  |  |  |  |  |  |  |  |  |
| General at School: Actual Behavioral<br>Situation |  |  |  |  |  |  |  |  |  |  |  |
| *-A*<br>*n Instrument* |  | Adult | CAREL | 8 | 9 | 0 | 1 | 4 | 0 |  | FFPPFP |
|  |  | 3 yrs.<br>& up | RLS | 9 | 11 | 0 | 2 | 2 | 0 |  | FGPPPP |
|  |  | est. 16 yrs<br>Adult | DCW | 8 | 12 | 2 | 1 | 4 | 0 |  | FGPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed |
|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-1 |
| *FINK INTERACTION ANALYSIS SYSTEM* | | est. GR 1-12 | AHF | 5 | 13 | 2 |
| *FLORIDA AFFECTIVE CATEGORIES* | | est. GR K-1 | IDHR | 8 | 10 | 2 |
| *FLORIDA TAXONOMY OF AFFECTIVE BEHAVIOR* | V23 | elementary | IDHR | 6 | 9 | 0 |
| *OSCAR SYSTEM (OSCAR 5V)* | | est. GR 1-16 | ETS | 8 | 11 | 0 |
| *PRE-KINDERGARTEN SCALE* | | 3-4 yrs. | TF | 7 | 13 | 1 |
| GH1 Relations with People in General at Home: Self Description | | | | | | |
| *ADJUSTMENT INVENTORY, ADULT FORM*<br>*Home* | | 20-50 yrs. | CPP | 8 | 13 | 2 |
| *COLLEGE INVENTORY OF ACADEMIC ADJUSTMENT*<br>*Personal Relations* | | College | CPP | 6 | 12 | 5 |
| *DETROIT ADJUSTMENT INVENTORY, GAMMA FORM*<br>*Social-Home* | | GR 3-6 | BMC | 0 | 6 | 1 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Family Inferiority-Superiority* | | 12 yrs.-Adult | PA | 2 | 10 | 3 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Parental Qualities* | | 12 yrs.-Adult | PA | 2 | 10 | 3 |
| *ELIAS FAMILY OPINION SURVEY*<br>*Total Test* | | 12 yrs.-Adult | PA | 13 | 10 | 6 |
| *THE FIVE FACES* | 3B1 | GR 1-6 | RHS | | | |
| *HANDICAP PROBLEMS INVENTORY*<br>*Family* | | Teenage & up | UBS | 9 | 11 | 4 |

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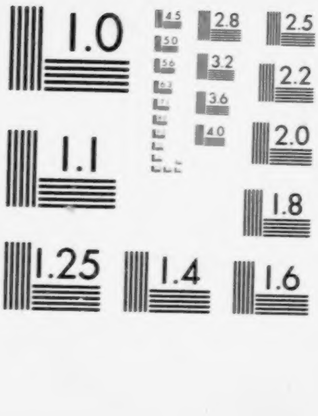
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MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | • | Good-Fair-Poor |
| *M* | | est. GR 1-12 | AHF | 5 | 13 | 2 | 1 | 3 | 0 | | PGPPPP |
| | | est. GR K-1 | IDHR | 8 | 10 | 2 | 1 | 3 | 0 | | FFPPPP |
| *EHAVIOR* | V23 | elementary | IDHR | 6 | 9 | 0 | 0 | 3 | 0 | | PFPPPP |
| | | est. GR 1-16 | ETS | 8 | 11 | 0 | 0 | 3 | 0 | | FGPPPP |
| | | 3-4 yrs. | TF | 7 | 13 | 1 | 1 | 4 | 0 | | PGPPFP |
| at Home: Self Description | | | | | | | | | | | |
| | | 20-50 yrs. | CPP | 8 | 13 | 2 | 5 | 8 | 0 | | FGPFGP |
| *JUSTMENT* | | College | CPP | 6 | 12 | 5 | 2 | 7 | 0 | | PGFPGP |
| *MMA FORM* | | GR 3-6 | BMC | 0 | 6 | 1 | 3 | 5 | 0 | * | PFPPFP |
| *ity* | | 12 yrs.-Adult | PA | 2 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| | | 12 yrs.-Adult | PA | 2 | 10 | 3 | 2 | 8 | 0 | | PFPPGP |
| | | 12 yrs.-Adult | PA | 13 | 10 | 6 | 4 | 7 | 0 | | GFFPGP |
| | 3B1 | GR 1-6 | RHS | | | | | | | | |
| | | Teenage & up | UBS | 9 | 11 | 4 | 2 | 6 | 0 | | FGPPFP |

u C

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity |
|---|---|---|---|---|
| | | | | 0-15 |
| *MINNESOTA COUNSELING INVENTORY*<br>*Family Relationships* | | GR 9-12 | PC | 8 |
| *MOONEY PROBLEM CHECKLIST, FORM C*<br>*HF (Home and Family)* | | College | PC | 7 |
| *MOONEY PROBLEM CHECKLIST, FORM H*<br>*HF (Home and Family)* | | GR 10-12 | PC | 7 |
| *MOONEY PROBLEM CHECKLIST, FORM J*<br>*HF (Home and Family)* | | GR 7-9 | PC | 7 |
| GH2 Relations with People in General at Home: Self Speculation | | | | |
| *MARRIAGE ROLE EXPECTATION INVENTORY, MALE AND FEMALE FORMS*<br>*Care of Children* | | est. 16 yrs<br>Adult | FLP | 4 |
| GH3 Relations with People in General at Home: Self Judgment | | | | |
| *CALIFORNIA TEST OF PERSONALITY, ADULT, FORM AA*<br>*Family Relations* | | Adult | CTB | 7 |
| *CALIFORNIA TEST OF PERSONALITY, ELEMENTARY, FORM AA*<br>*Family Relations* | | GR 4-8 | CTB | 7 |
| *CALIFORNIA TEST OF PERSONALITY, INTERMEDIATE, FORM AA*<br>*Family Relations* | | GR 7-10 | CTB | 7 |
| *CALIFORNIA TEST OF PERSONALITY, PRIMARY, FORM AA*<br>*Family Relations* | | GR K-3 | CTB | 5 |
| *CALIFORNIA TEST OF PERSONALITY, SECONDARY, FORM AA*<br>*Family Relations* | | GR 9-<br>College | CTB | 7 |
| GH4 Relations with People in General at Home: Description About Others | | | | |
| *DETROIT ADJUSTMENT INVENTORY, DELTA FORM*<br>*Home* | | 5-8 yrs. | BMC | 4 |

RY TEST EVALUATIONS

| CATEGORY<br>ME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *Y* | | GR 9-12 | PC | 8 | 12 | 5 | 4 | 8 | 0 | | FGFPGP |
| *M C* | | College | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *M H* | | GR 10-12 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| *M J* | | GR 7-9 | PC | 7 | 13 | 0 | 4 | 8 | 0 | | PGPPGP |
| eral at Home: Self Speculation | | | | | | | | | | | |
| *ENTORY, MALE AND FEMALE FORMS* | | est. 16 yrs Adult | FLP | 4 | 12 | 0 | 1 | 7 | 0 | | PGPPGP |
| eral at Home: Self Judgment | | | | | | | | | | | |
| *Y, ADULT, FORM AA* | | Adult | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *Y, ELEMENTARY, FORM AA* | | GR 4-8 | CTB | 7 | 8 | 3 | 5 | 7 | 4 | | PFPFGG |
| *Y, INTERMEDIATE, FORM AA* | | GR 7-10 | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| *Y, PRIMARY, FORM AA* | | GR K-3 | CTB | 5 | 6 | 3 | 5 | 7 | 4 | | PFPFGG |
| *Y, SECONDARY, FORM AA* | | GR 9- College | CTB | 7 | 10 | 3 | 5 | 7 | 4 | | PFPFGG |
| eral at Home: Description About hers | | | | | | | | | | | |
| *, DELTA FORM* | | 5-8 yrs. | BMC | 4 | 7 | 1 | 3 | 4 | 0 | * | PFPPFP |

INTERPERSONAL SU

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-1 |
| GH5 Relations with People in General at Home: Speculation About Others | | | | | |
| GH6 Relations with People in General at Home: Judgment About Others | | | | | |
| GH7 Relations with People in General at Home: Contrived Behavioral Situation | | | | | |
| GH8 Relations with People in General at Home: Actual Behavioral Situation | | | | | |
| GW1 Relations with People in General at Work: Self Description | | | | | |
| *ADJUSTMENT INVENTORY, ADULT FORM*<br>*Occupational* | | 20-50 yrs. | CPP | 6 | 13 |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Management Style Diagnosis Test* | V3 | Adult | OTL | 8 | 12 |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Managerial Environment Inventory* | V3 | Adult | OTL | 6 | 12 |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Managerial Relationships Inventory* | V3 | Adult | OTL | 6 | 12 |
| *MANAGERIAL EFFECTIVENESS KIT*<br>*Team Style Diagnosis Test* | V3 | Adult | OTL | 6 | 10 |
| *SALES ATTITUDES CHECKLIST* | | Adult | SRA | 7 | 13 |
| *SUPERVISORY PRACTICES TEST* | | Adult | MMB | 11 | 13 |
| *TEST OF RETAIL SALES INSIGHT* | | Adult | PEI | 8 | 13 |
| *WORK INFORMATION INVENTORY* | | Adult | PA | 0 | 4 |

| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| neral at Home: Speculation About | | | | | | | | | | | |
| neral at Home: Judgment About | | | | | | | | | | | |
| neral at Home: Contrived | | | | | | | | | | | |
| neral at Home: Actual Behavioral | | | | | | | | | | | |
| eral at Work: Self Description | | | | | | | | | | | |
| *FORM* | | 20-50 yrs. | CPP | 6 | 13 | 2 | 5 | 8 | 0 | | PGPFGP |
| *sis Test* | V3 | Adult | OTL | 8 | 12 | 1 | 5 | 8 | 0 | | FGPFGP |
| *Inventory* | V3 | Adult | OTL | 6 | 12 | 0 | 4 | 7 | 0 | | PGPPGP |
| *s Inventory* | V3 | Adult | OTL | 6 | 12 | 0 | 4 | 7 | 0 | | PGPPGP |
| *st* | V3 | Adult | OTL | 6 | 10 | 0 | 3 | 2 | 0 | | PFPPPP |
| | | Adult | SRA | 7 | 13 | 4 | 3 | 8 | 0 | | PGPPGP |
| | | Adult | MMB | 11 | 13 | 6 | 8 | 8 | 0 | | FGFGGP |
| | | Adult | PEI | 8 | 13 | 4 | 5 | 6 | 0 | | FGPFFP |
| | | Adult | PA | 0 | 4 | 0 | 0 | 5 | 0 | | PPPPFP |

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source |
|---|---|---|---|
| | | | |
| GW2 Relations with People in General at Work: Self Speculation | | | |
| *APTITUDE TESTS FOR OCCUPATIONS, FORM A*<br>*General Sales* | | 16 yrs. +<br>GR 9 + | CTB |
| *BUSINESS JUDGMENT TEST* | | Adult | MMB |
| GW3 Relations with People in General at Work: Self Judgment | | | |
| *SALES COMPREHENSION TEST* | | Adult | MMB |
| *SEARS SELF-CONCEPT INVENTORY*<br>*Social Virtues* | | GR 3-6 | PSS |
| *TEST FOR ABILITY TO SELL*<br>*Test I* | | GR 7-12<br>& Adult | CPS |
| *VALUE ORIENTATION SCALE*<br>*Interpersonal* | | 18 yrs.<br>& up | REM |
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| *WLW PERSONAL ATTITUDE INVENTORY, 5th ED.*<br>*Supervisory Style* | | Adult | PGP |
| GW5 Relations with People in General at Work: Speculation About Others | | | |
| GW6 Relations with People in General at Work: Judgment About Others | | | |
| *TEST FOR ABILITY TO SELL*<br>*Test III* | | GR 7-12<br>& Adult | CPS |
| GW7 Relations with People in General at Work: Contrived Behavioral Situation | | | |

## MMARY TEST EVALUATIONS

| **OMIC CATEGORY**<br>**T NAME** | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| n General at Work: Self Speculation | | | | | | | | | | | |
| *PATIONS, FORM A* | | 16 yrs. +<br>GR 9 + | CTB | 6 | 10 | 4 | 3 | 6 | 0 | | PFPPFP |
| | | Adult | MMB | 8 | 12 | 4 | 6 | 7 | 0 | | FGPFGP |
| in General at Work: Self Judgment | | | | | | | | | | | |
| *T* | | Adult | MMB | 9 | 13 | 5 | 7 | 8 | 0 | | FGFFGP |
| *NTORY* | | GR 3-6 | PSS | 6 | 11 | 0 | 1 | 7 | 0 | | PGPPGP |
| *L* | | GR 7-12<br>& Adult | CPS | 6 | 12 | 1 | 2 | 7 | 0 | | PGPPGP |
| *E* | | 18 yrs.<br>& up | REM | 7 | 7 | 3 | 1 | 4 | 0 | | PFPPFP |
| in General at Work: Description About | | | | | | | | | | | |
| *INVENTORY, 5th ED.* | | Adult | PGP | 7 | 10 | 4 | 3 | 6 | 0 | | PFPPFP |
| in General at Work: Speculation About | | | | | | | | | | | |
| in General at Work: Judgment About | | | | | | | | | | | |
| *LL* | | GR 7-12<br>& Adult | CPS | 6 | 12 | 1 | 2 | 7 | 0 | | PGPPGP |
| in General at Work: Contrived Behavioral | | | | | | | | | | | |

INTERPERSONAL SUMM

| HLP TAXONOMIC CATEGORY<br>TEST NAME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness |
|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 |
| *USC MANAGEMENT LABORATORY EXERCISES*<br>*Speaker's Dilemma Exercise* | V4 | 18 yrs. & up | ML | 4 | 8 |
| GW8 Relations with People in General at Work: Actual Behavioral Situation | | | | | |
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| C CATEGORY AME | Other Category Assignments | Age or Educational Level | Source | Validity | Examinee Appropriateness | Normed Excellence | Teaching Feedback | Usability | Retest Potential | Ethical Propriety Comments | Letter Grades |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | 0-15 | 0-13 | 0-10 | 0-9 | 0-8 | 0-5 | * | Good-Fair-Poor |
| *ERCISES*<br>*ise* | V4 | 18 yrs. & up | ML | 4 | 8 | 0 | 0 | 4 | 0 | | PFPPFP |
| eral at Work: Actual Behavioral | | | | | | | | | | | |
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